CAL
CENTER FOR APPLIED LINGUISTICS

Annual Report 20 08

Improving Communication

Through Better Understanding

of Language and Culture

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President's Message

Applied Linguistics for a Changing World: Connecting Research and Practice

The need for better understanding of language and culture was underscored in many ways during 2008. Internationally, conflicts and tensions had strong undertones reflective of linguistic and cultural differences. In the United States, there was widespread recognition that more attention must be paid to language and culture in our increasingly diverse society—in schools, communities, and workplaces. At the same time, it became very clear that our ability to meet the demand for people who can communicate in diverse languages is seriously lacking.

In this complex environment, the ongoing relevance of CAL's mission—to improve communication through better understanding of language and culture—is clear. Issues of language and culture continue to figure prominently in social, educational, economic, diplomatic, and security concerns. CAL staff members confront these issues directly, building our knowledge base, disseminating information, and working to address some of the most critical needs. To provide an overview of how we accomplish this, I am pleased to share this report of CAL's work during 2008, a year in which we pursued rich and varied activities in support of our mission.

We focused significant attention throughout the year on plans for the celebration of our 50th anniversary—an important milestone in the life of any organization. Our anniversary reflection and planning crystallized into an overarching theme that captures the spirit of our work and our mission: *Applied Linguistics for a Changing World: Connecting Research and Practice.* CAL's mission, while constant, is achieved through research and service that adapt to meet the changing needs in the world around us.

Anticipating the 2009 anniversary-year theme, this year's annual report summarizes our work within topics that represent current major areas of focus at CAL. Under each topic area, we have gathered information about projects, deliverables, products, and services, along with URLs where more information can be found online. Several topic spotlights highlight work in selected key areas for our organization. This year's report includes four spotlights:

- Connecting Research and Practice: Language and Literacy Development
- Valuing Diversity: Refugee Integration
- Developing Skills for Success: Teaching Reading to Students Learning English
- Building a Multilingual Society: Evaluating Dual Language Education Programs

The scale and scope of the work outlined in this year's report reflect the expertise, dedication, and creativity of a talented cadre of staff, consultants, and partners who contribute to our mission each and every day. To all who have contributed to CAL's success and to all whose efforts will ensure its continuation, we express our thanks.

We hope you enjoy reading about some of our work in more detail. Please visit our Web site for updates and more information. We look forward to celebrating our 50th anniversary with you in 2009 and working together to focus renewed attention on the significant role of language and culture in our global society.

Warm regards,

Donna Christian
President

Celebrating 50 Years: 1959-2009

On February 16, 2009, the Center for Applied Linguistics marks the 50th anniversary of its founding. This milestone presents a unique opportunity to focus renewed attention on the significant role of language and culture in today's global society. Building on research, learning, and knowledge from its long history, CAL will take a fresh look at the significant issues of language and culture that both unite and divide our world.

CAL's anniversary will be observed from October 2008 through December 2009. Activities for the anniversary year will include a series of public events and resource development projects designed to provide information about language and cultural issues to the widest possible audience. CAL has created a special CAL50 Web site devoted to information about CAL's history, new resources, and special anniversary events.

Travel the Timeline

Among other features on the CAL50 Web site, a timeline of significant events in the world and at CAL tells the story of how applied linguistics, and CAL in particular, responds to societal issues with research, information, and assistance.

Looking Ahead

Looking ahead, CAL will continue to play a key role in addressing complex cultural and linguistic issues by developing practical applications connected to our research and by providing resources that are reliable, relevant, and readily available.

We are committed to building on our rich legacy to improve lives by helping people of all ages acquire the language mastery that will open doors to greater opportunity, and by promoting positive responses to linguistic and cultural diversity.

Join us as we celebrate 50 years of improving communication through better understanding of language and culture. Over the years, our staff, trustees, collaborators, and partners have committed their energy, vision, and dedication to language and cultural issues that affect us all. Together we look forward to writing the history of CAL's next 50 years.

■ **Visit www.cal.org/cal50 to browse the CAL50 Web site.**

Spotlights

CAL is pleased to share highlights from selected projects on these pages to provide greater insight into our ongoing work. We invite you to read more about our projects by visiting www.cal.org/projects.

Connecting Research and Practice
Language and Literacy Development

CAL is conducting research in collaboration with other institutions to address the practical challenges of supporting the literacy development of students who are learning English as a second language at school. This research draws on the comprehensive review of second language literacy learning conducted by CAL and published in *Developing Literacy in Second Language Learners* (August & Shanahan, 2006). For 5 years, CAL conducted a major program of research, *Acquiring Literacy in English*, that studied the factors that predict success as Spanish-speaking children learn to read and write in English. That program is coming to a close with the preparation of articles to be submitted for publication in scholarly journals and reports that will be posted on CAL's Web site.

A continuation of that program of research is now underway: *Vocabulary Instruction and Assessment for Spanish Speakers*. The three research projects in this program focus on the critical area of vocabulary development for English language learners at different grade levels and share a common framework for the development of word knowledge and comprehension skills by these students. A related study, *Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development of Native Spanish Speakers*, is developing and testing the efficacy of two cognate-based interventions on the vocabulary development, morphological awareness, and reading comprehension of native Spanish speakers in the middle school grades.

CAL is conducting research to address the challenges of students who are learning English as a second language at school.

CAL also has an international project that connects research on second language literacy to educational practice. CAL staff are working with the Ghana Education Service to revise literacy instruction for early primary school so that children learn to read in one of the 11 Ghanaian languages approved for education before learning to read in English. CAL is developing English as a second language (ESL) curriculum and literacy learning materials for children to use once they are literate in a local language.

- **Visit www.cal.org/research for more information.**
- **Visit www.cal.org/acquiringliteracy to learn more about this project.**

Valuing Diversity
Refugee Integration

The United States accepts refugees from scores of countries each year, including recently arrived refugee groups from countries as diverse as Bhutan, Burma, Burundi, Iraq, and Russia. Continuing our longstanding leadership role in refugee education and orientation, CAL's Refugee Integration Unit works closely with the U.S. government, international organizations, U.S. refugee resettlement agencies, and others to develop resources and technical assistance for refugee training.

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Resources developed in response to the recent influx of Iraqi refugees illustrate CAL's work in this context. To support overseas cultural orientation classes for U.S.-bound Iraqi refugees, we created an Arabic translation of our resettlement guide, *Welcome to the United States: A Guidebook for Refugees.* With a companion DVD, this resource gives refugees information about fundamental aspects of life in the United States. For the benefit of receiving communities, CAL developed an enhanced refugee backgrounder, *Refugees From Iraq,* which outlines the backgrounds, characteristics, and needs of incoming Iraqi refugees. An online document, one of our *Overseas CO Program Highlights,* describes the orientation these refugees receive and the particular questions and concerns they express during class.

- ■ Visit **www.culturalorientation.net/iraqis to view CAL's refugee integration resources on Iraqis.**
- ■ Visit **www.culturalorientation.net to learn more about the work and resources of the Cultural Orientation Resource Center.**

In addition, CAL designed and facilitated the Cultural Orientation Trainers Exchange. During this 2-week event, cultural orientation trainers from Syria and Jordan, where the majority of Iraqi refugees reside, gathered with colleagues from around the world to observe how Iraqis have been resettled in the United States and to share promising practices.

CAL also helps enhance the capacity of resettlement communities in the United States through 2-day cultural and community orientation workshops. These workshops bring together refugee service providers, including resettlement agencies, school districts, health providers, and others, to explore challenges encountered in providing services to newcomers and to devise collaborative strategies for overcoming those challenges. CAL's electronic refugee discussion group provides an online forum for information exchange between overseas and domestic service providers.

Developing Skills for Success
Teaching Reading to Students Learning English

K–12 educators today are aware of the critical need for English language learners to become fluent readers of English and to perform well on both English language proficiency tests and standardized reading tests. CAL's focus on teaching reading to students learning English blends key principles of second language acquisition with effective classroom strategies.

CAL works with state and district education departments and schools to provide professional development focused on reading for English language learners that is ongoing, connected to practice, and aligned with system goals and priorities. The foundation for this work is CAL's professional development program, *What's Different About Teaching Reading to Students Learning English?* In 2008, CAL began offering a series of institutes designed to make these professional development materials and trainings available to a wider audience. Our Direct Strategies Institute reaches teachers and administrators across the United States who need to immediately apply the learning in their classrooms and schools. Our Training of Trainers Institutes are designed for reading, ESL, and curriculum

specialists who provide professional development for teachers and administrators. We also design and deliver professional development based on *What's Different?* tailored to the specific needs of schools, districts, and states.

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CAL has a rich history of providing high-quality, sustained professional development and technical assistance for educators working with English language learners. Supported by our ongoing research and years of experience in the classroom, we continue to provide teachers, administrators, districts, and states with strategies and tools to help English language learners succeed in school. CAL's professional development services and materials incorporate a wide range of effective approaches and strategies, including the SIOP (Sheltered Instruction Observation Protocol) Model, which is used for the professional development of ESL, mainstream, and two-way immersion teachers.

- ■ **Visit www.cal.org/services for more information.**
- ■ **Visit www.cal.org/workshops for information about professional development services.**

Building a Multilingual Society
Evaluating Dual Language Education Programs

Dual language education is an effective approach to help students develop language proficiency and literacy in English and a partner language. CAL has been a leader in the area of dual language education for over 20 years. In one dual language project, CAL conducted an evaluation of the two-way immersion program at the North Shore School District 112 in Highland Park, Illinois. Development of bilingualism, biliteracy, and cross-cultural appreciation are the goals of the program, which integrates native English speakers and native Spanish speakers in Grades K–8 to study language arts and other academic content in English and Spanish.

Data to inform the evaluation were collected from interviews with administrators, teachers, and students; observation of K–8 classes in both English and Spanish; parent focus groups; and a survey of graduates of the program, now in high school, to determine what they have learned about culture, their perceptions of their own language use and learning, and their attitudes toward learning a second language.

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CAL made four recommendations regarding the structure of the program model and areas to improve curriculum and instruction. We are now working with the school to help develop a change-implementation strategy.

Evaluation protocols used in this project are based on CAL's publication, *Guiding Principles for Dual Language Education*, developed to facilitate the planning, implementation, and evaluation of dual language programs. Grounded in evidence from research and best practices, the principles address program issues in seven strands: assessment and accountability, curriculum, instruction, staff quality and professional development, program structure, family and community, and support and resources.

- To learn more about two-way immersion and dual language education, visit www.cal.org/twi.
- To access *Guiding Principles for Dual Language Education*, visit www.cal.org/twi/guidingprinciples.htm.

Education of Adult English Language Learners

The number of adults who need English language instruction is increasing across the United States. State, local, and program staff are seeking information and technical assistance to guide them in establishing and improving programs. CAL continues its support for practitioners working with adult English language learners through a variety of projects and product and service offerings.

- **www.cal.org/adultell**

CAELA Network

Funder: U.S. Department of Education, Office of Vocational and Adult Education
October 2007 – September 2010

CAL operates a national technical assistance network to support teachers and administrators working with adults learning English and to help put in place and sustain high-quality English language services.

Framework for Quality Professional Development for Practitioners Working With Adult English Language Learners

This framework was created to guide the development of high-quality professional development opportunities for practitioners working with adult English language learners. It can be used at the state and program levels to plan, implement, and evaluate professional development for these practitioners.

CAELA Network Briefs

Download these free briefs of interest to practitioners working with adult English language learners.

- Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices
- Facilitating Adult Learner Interactions to Build Speaking and Listening Skills
- Reflective Practice in the Professional Development of Teachers of Adult English Language Learners
- Using Data to Plan Professional Development for Practitioners Working With Adult English Language Learners
- Working With Adult English Language Learners With Limited Literacy: Research, Practice, and Professional Development

www.cal.org/caelanetwork

Center on Adult English Language Acquisition (CAELA)

Funder: U.S. Department of Education, Office of Vocational and Adult Education
October 2004 – March 2008

CAELA helped states that had recently begun serving adult English language learners build their capacity to improve the skills of teachers and administrators in adult English as a second language programs and made research findings and research-based resources available to practitioners working with adult English language learners across the nation.

www.cal.org/caela

EL (English Literacy)/Civics Online Courses

Funder: U.S. Department of Education, Office of Vocational and Adult Education
September 2006 – March 2008
July 2008 – September 2009

In collaboration with the Adult Learning Resource Center in Des Plaines, Illinois, CAL is managing this project to develop online courses and tutorials to help EL/civics teachers deliver effective instruction.

www.cal.org/projects/elcivics.html

English for Heritage Language Speakers

EHLS

Funder: U.S. Department of Defense,
National Security Education Program
September 2007 – August 2008 and ongoing

CAL administers the English for Heritage Language Speakers program, in which native speakers of critical languages raise their English proficiency to a professional level that qualifies them for positions in the federal government. In the 2008 program year, participants were native speakers of Arabic, Cantonese, Dari, Farsi, Hindi, Indonesian, Mandarin, and Russian.

www.cal.org/ehls

LINCS Workforce Competitiveness Resource Collection

Funder: National Institute for Literacy, via subcontract from Kent State University
April 2008 – September 2009

The LINCS Workforce Competitiveness Resource Collection includes resources applicable to workforce basic skills education, English language acquisition, and technology. CAL moderates the Adult English Language Learners electronic discussion list on various literacy-related topics to enhance professional development for adult educators.

Pedestrian and Bicycle Safety Program

Funder: National Highway Transportation Safety Administration, via subcontract from the ASPIRA Association
November 2006 – October 2009

In collaboration with ASPIRA, CAL developed a curriculum and teacher's guide on pedestrian and bicyclist safety for use in programs with immigrant adults and youth. CAL and ASPIRA are now collaborating to develop similar materials for immigrant adults and youth with limited literacy.

Professional Development for Adult ESL Educators

Funder: New Jersey Department of Labor
September 2008 – June 2010

CAL is providing face-to-face workshops and online technical assistance for adult ESL teachers in New Jersey.

Technical Assistance for Program Planning

Funder: National Institute for Literacy, via subcontract from MPR Associates
October 2004 – July 2009

CAL is collaborating with the National Institute for Literacy and MPR Associates to convene groups of adult ESL experts, conduct an environmental scan, and commission background papers on topics in adult ESL education.

Training Workshops for BEST Plus

October 2007 – September 2008

BEST Plus is an individually administered, face-to-face oral interview designed to assess the English language proficiency of adult English language learners using everyday English. Workshops to train *BEST Plus* test administrators provide an overview of the development and purpose of the test and teach participants how to administer and score the test and how to interpret *BEST Plus* scores.

CAL provided 6-hour *BEST Plus* training workshops in the following locations in fiscal year 2008:

- Alaska
- Arkansas
- California
- Florida
- Kentucky
- Louisiana
- Montana
- New Jersey
- New Mexico
- New York
- North Carolina
- Puerto Rico
- Rhode Island
- South Carolina
- Texas
- Virginia

www.cal.org/bestplus

Education of English Language Learners – PreK–12

Educators need research-based instructional strategies to serve the growing number of English language learners in U.S. schools. CAL's projects in this area focus on language and literacy acquisition for these learners in the elementary and secondary grades. The projects and publications outlined in this section include research, program design, and strategies for enhancing the language and literacy development of English language learners.

■ **www.cal.org/topics/ell**

Acquiring Literacy in English

Funder: Eunice Kennedy Shriver National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences
September 2000 – May 2009

CAL is concluding the first phase of a research program focused on the acquisition of English literacy by Spanish-speaking children. The program, which included three research projects, studied the factors that predict success as Spanish-speaking children learn to read and write in English.

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

CREATE

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
August 2005 – July 2010

CAL is conducting two studies as part of CREATE's focused program of research. One study is investigating the impact of the SIOP Model on student achievement in middle school science. The other is investigating a systemic intervention model for English language learners in Grades 4–8 to help them develop language, literacy, and science skills. CAL is also leading dissemination activities for CREATE.

www.cal.org/create

Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development of Native Spanish Speakers

(also known as Enhancing Vocabulary Through Cognate Awareness or EVOCA)

Funder: U.S. Department of Education, Institute of Education Sciences
June 2007 – May 2011

In collaboration with the University of Connecticut, CAL is developing and testing the efficacy of two cognate-based interventions on the vocabulary development, morphological awareness, and reading comprehension of native Spanish speakers in the middle school grades. This project is linked to another CAL research program, *Vocabulary Instruction and Assessment for Spanish Speakers*, described elsewhere in this report.

www.cal.org/projects/cognates.html

Diagnostic Assessment of Reading Comprehension

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

CAL is collaborating on the development, validation, and norming of a diagnostic assessment of reading comprehension for students in Grades 3–5. The portion of the assessment that CAL is developing assesses four components of reading comprehension: text memory, text inferencing, knowledge access, and knowledge integration.

www.cal.org/projects/darc.html

English as a Second Language Program Evaluation

Funder: Alexandria City Public Schools, Virginia
September 2007 – February 2008

CAL staff studied the implementation of the ESL program in Alexandria, Virginia, to determine whether the district and individual schools were implementing the program in accordance with principles of effective programming.

Enhancing Secondary Education in the Central Valley

Funder: Irvine Foundation
July 2006 – June 2009

This project is aimed at improving instruction and preparation for postsecondary education in high schools with high enrollments of English language learners in California's Central Valley. Schools are supporting implementation of the SIOP Model coupled with writing across the curriculum. The project also involves a parent empowerment component to help parents navigate the procedures for enrolling their children in postsecondary programs.

Exemplary Programs for Newcomer English Language Learners at the Secondary Level

Funder: The Carnegie Corporation of New York
September 2008 – August 2010

Newcomer students who lack English proficiency and have gaps in their educational backgrounds are particularly vulnerable when they enter U.S. schools at the secondary level. This project is identifying exemplary programs for these newcomers and seeking to understand the approaches that the programs use to support the students' academic achievement, help them connect with social networks, and strengthen their educational and economic opportunities and civic integration.

www.cal.org/newcomer

Evaluation of Maryland K–12 English Language Proficiency Standards

Funder: Maryland State Department of Education
August 2008 – July 2009

CAL conducted an evaluation of the Maryland K–12 English language proficiency standards to ensure their quality and their ability to assist local school districts in developing effective standards-based English language instructional programs. CAL will present the findings and recommendations of the evaluation to the Maryland State Board of Education.

Great Lakes East – Comprehensive Technical Assistance Center

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from Learning Point Associates
October 2005 – June 2010

CAL is collaborating in the operation of the Comprehensive Technical Assistance Center to help close achievement gaps and raise student achievement in three states (Indiana, Michigan, and Ohio) as they implement No Child Left Behind (NCLB). CAL's focus is the education of English language learners in these states.

www.cal.org/projects/greatlakes.html

Integrating Maryland's English Language Proficiency Standards and Voluntary State Curriculum Content Standards

Funder: Montgomery County Public Schools, Maryland
December 2007 – August 2008

CAL developed a framework to integrate Maryland's English language proficiency standards with the content standards of the Voluntary State Curriculum. This framework was then used by ESL and content-area teachers to develop exemplars for Grades 3–5 in English/language arts, mathematics, science, and social studies.

Professional Development for Educators of English Language Learners

Funder: New York City Department of Education
December 2007 – July 2011

Margarita Calderón and Associates, a CAL subcontractor, conducts professional development for New York City teachers working with English language learners in Grades 4–12. This professional development focuses on the development of vocabulary and reading comprehension in the content areas, the preliteracy and literacy development of English language learners with interrupted formal education, and related language and literacy issues.

Professional Development and Technical Assistance for Magdalena Schools' English Language Acquisition and Navajo Achievement Programs

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from Magdalena Municipal School District, New Mexico
August 2003 – December 2008

CAL provided educators in the Magdalena schools with professional development and technical assistance focused on English language learners and bilingual education programs, with a concentration on capacity building and dissemination of project findings.

Professional Development and Technical Assistance for North Kansas City Public Schools and the University of Missouri–Kansas City

Funder: U.S. Department of Education, via subcontract from the University of Missouri–Kansas City
August 2007 – July 2012

CAL is working with the University of Missouri–Kansas City to provide professional training for university staff in teacher education programs and with mainstream teachers in the North Kansas City Schools who have English language learners in their classrooms.

Regional Educational Laboratory – Appalachia

Funder: U.S. Department of Education, Institute of Education Sciences (IES), via subcontract from CNA Corporation
April 2006 – March 2011

CAL is participating in applied research and fast-response research studies on issues related to the education of English language learners in school districts in Kentucky, Tennessee, Virginia, and West Virginia. CAL's work, reported in two recent IES *Issues and Answers* reports, focuses on the needs of districts with emerging communities of English language learners.
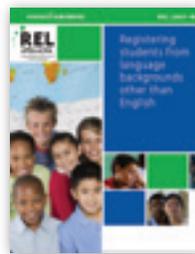
Registering Students From Language Backgrounds Other Than English

This report offers guidance for districts and schools working with students from language groups whose naming conventions differ from conventions used in English. The authors outline naming patterns in key languages of students in the Appalachian region.

Preparing to Serve English Language Learners: Districts With Emerging English Language Learner Communities

This report examines research and describes findings from district and school interviews to outline some of the ways in which districts with emerging English language learner communities begin to build the capacity to serve their new populations of students.

www.cal.org/projects/rel_appalachia.html

Success Through Academic Interventions in Language and Literacy

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
October 2003 – September 2008

CAL contributed to research on two approaches to educating English language learners—structured English immersion and transitional bilingual education—to determine the impact of the models on the performance of Spanish-speaking English language learners in Grades K–3. Researchers developed enhanced versions of curricula for science and for language and literacy, and worked with math teachers using the SIOP Model to make content accessible to English language learners and to help learners develop their language and literacy skills.

www.cal.org/saill

Vocabulary Instruction and Assessment for Spanish Speakers

Funder: Eunice Kennedy Shriver National Institute of Child Health and Human Development
July 2007 – May 2012

This project is the second 5-year effort in a 10-year program of research. It includes a research core, an administrative core, and three research studies. It is linked to a fourth study funded by the U.S. Department of Education, *Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development of Native Spanish Speakers*, described earlier in this report. Investigators at CAL and its collaborators, Harvard University, Boston College, and the University of Houston, are conducting research on the literacy and language development of Spanish-speaking English language learners with a focus on vocabulary.

www.cal.org/vias

CALservices

Professional Development Services Based on CAL's Principles-to-Practice Materials

Teachers across the country are engaged in improving educational opportunities and outcomes for English language learners. CAL offers a variety of materials and workshops for educators to help them work effectively with English language learners in their classrooms.

CAL uses the following curricula and other research-based materials as a foundation for our professional development services:

- Enhancing English Language Learning in Elementary Classrooms
- Enriching Content Classes for Secondary ESOL Students
- Professional Development for Bilingual and ESL Paraprofessionals: The Aspire Curriculum

www.cal.org/services

CAL provided professional development using these materials for the following clients during fiscal year 2008:

- Magdalena Municipal School District, NM
- Massachusetts Department of Education
- North Kansas City Public Schools, MO
- St. Louis Public Schools, MO
- Scottsboro City Schools, AL
- Yakima School District, WA

What's Different About Teaching Reading to Students Learning English? Professional Development Resources for Teaching English Language Learners to Read

This widely used professional development tool serves as a foundation for services provided by CAL to educators who teach reading in classes where some or all of the students are English language learners. Both training of trainers and teacher training institutes are offered.

CAL provided professional development using *What's Different?* to the following clients in FY 2008:

- Alexandria City Public Schools, VA
- Fairfax County Public Schools, VA
- Frederick County Public Schools, MD
- Lee County Public Schools, NC
- Lincoln Intermediate Unit 12, New Oxford, PA
- North Carolina Department of Public Instruction
- Palm Beach County School District, FL
- Virginia Beach City Public Schools, VA
- Virginia Department of Education
- Virginia Tech, Blacksburg
- West Virginia Department of Education
- Winston-Salem/Forsyth County Schools, NC
- Worcester County Public Schools, MD

www.cal.org/services/wd

*The SIOP Model was developed by researchers at California State University, Long Beach (Jana Echevarria and Mary Ellen Vogt), and the Center for Applied Linguistics (Deborah J. Short) under the auspices of the Center for Research on Education, Diversity & Excellence (CREDE), a national research center funded by the U.S. Department of Education from 1996 through 2003.

Projects and Services Using the SIOP Model

The SIOP Model,* a research-based model of sheltered instruction, has proven effective with English language learners throughout the United States. CAL collaborates with schools, states, and districts to design and conduct SIOP professional development programs that meet the clients' particular needs. Informed by CAL's ongoing research, CAL SIOP staff provide a range of professional services, including SIOP workshops, coaching, site visits, and other technical assistance. Our SIOP team works closely with teachers, professional developers, coaches, administrators, and paraprofessionals as they plan, implement, and support instruction using the SIOP Model.

CAL provided SIOP professional development services to the following clients in FY 2008:

- Anderson University, IN
- Austin Public Schools, MN
- Beaufort County School District, SC
- Bridgeton Public Schools, NJ
- Bronx Aerospace Academy High School, NY
- Carrollton-Farmers Branch School District, TX
- Center City Charter Schools, DC
- Chapel Hill-Carrboro City Schools, NC
- Chesterfield County Public Schools, VA
- Christopher Farms Elementary School, Virginia Beach, VA
- Clark County School District East Region, NV
- East Baton Rouge Parish School System, LA
- Loudoun County Public Schools, VA
- Mid-State BETAC, Syracuse, NY
- Ollie Detwiler Elementary School, Las Vegas, NV
- Plainfield Community Consolidated School District, IL
- St. Mary's County Public Schools, MD
- Superintendent's Schools #548, Las Vegas, NV
- Vail Pittman Elementary School, Las Vegas, NV
- Virginia Department of Education

CAL also continues to conduct research on the SIOP Model. One of our studies under the auspices of the National Center for Research on the Educational Achievement and Teaching of English Language Learners is examining how the SIOP Model can help teachers support their English language learners' development of academic English and acquisition of science concepts. Researchers in our Success Through Academic Interventions in Language and Literacy project are studying the impact of the SIOP Model on elementary school math learning.

www.cal.org/siop

Two-Way Immersion Education

Two-way immersion programs integrate native English speakers and speakers of another language, providing instruction in both languages for all students. CAL offers a variety of resources and services for researchers and educators interested in two-way immersion programs, including publications and an online directory.

Two-Way Immersion Outreach and Information Dissemination

Funder: Illinois Resource Center, Des Plaines
July 2004 – June 2009

The Illinois Resource Center provides support for CAL's nationwide two-way immersion outreach and public relations efforts, including Web pages and directories, an e-mail bulletin, and responses to questions from the public.

www.cal.org/twi

International Conference on Immersion Education

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from the University of Minnesota
September 2007 – November 2008

CAL and CARLA (the Center for Advanced Research on Language Acquisition) co-sponsored a conference, Immersion Education: Pathways to Bilingualism and Beyond, held in St. Paul, Minnesota, in October 2008. CAL co-chaired the conference, coordinated the exhibit area, and led two of four teams that reviewed proposals for conference papers.

CALservices

Services Based on CAL's Work in Dual Language Education and Two-Way Immersion

CAL provided dual language services—presentations, workshops, program evaluations, technical assistance, and professional development—to the following clients in FY 2008:

- Dunkirk City Schools, NY
- Edward Bain School of Languages and Art, Kenosha, WI
- North East Independent School District, San Antonio, TX
- North Shore School District 112, IL
- Office of English Language Learners, New York City
- Pan American Academy Charter School, Philadelphia, PA
- Texas A&M University-Commerce

Two-Way SIOP Professional Development

CAL offers professional development to practitioners in two-way immersion programs using the Two-Way SIOP Model. Based on the SIOP Model used by practitioners across the country, the Two-Way SIOP Model provides a framework for planning and delivering instruction to develop bilingualism, biliteracy, and cross-cultural competence in native English speakers and native speakers of the partner language in TWI programs.

CAL offered Two-Way SIOP services to the following clients in FY 2008:

- District of Columbia Public Schools
- Elsie Whitlow Stokes Community Freedom Public Charter School, Washington, DC
- International Charter School, Pawtucket, RI
- Oyster Bilingual School, Washington, DC
- P.S. 43, New York City

Promoting the Development of Spanish Literacy Skills Among Bilingual Students by Enhancing Their Vocabulary Knowledge

Funder: Arlington Public Schools, Virginia
May – June 2008

CAL staff analyzed fourth-grade Spanish vocabulary and reading comprehension data that were collected for a vocabulary intervention project carried out in a two-way immersion program in Arlington Public Schools.

Heritage Languages

Online Resources

Heritage Languages in America

CAL houses the Alliance for the Advancement of Heritage Languages. The Alliance is committed to advancing language development for heritage language speakers in the United States as part of a larger effort to increase the number of individuals in our society who can function professionally in English and in other languages.

The work of the Alliance is carried out through its Web site, newsletter, and e-mail discussion group. The Alliance is also compiling the Online Collection of National Heritage Language Program Profiles to promote information sharing and capacity building.

Past issues of our electronic newsletter, *Alliance News Flash*, which highlights information for all those interested in heritage languages, are available on our Web site. Anyone wishing to receive new issues can subscribe free of charge at **www.cal.org/heritage/join**.

www.cal.org/heritage

Digests

Digests are short reports that highlight current topics of interest in the areas of language learning, cultural orientation, and linguistics. Our complete Digest collection can be searched on our Web site by title, author, or date, and all Digests can be downloaded for free. We published the following new titles in 2008:

- Integrated Content and Language Instruction
- Principles of Instructed Second Language Acquisition
- Singable Books: Sing and Read Your Way to English Proficiency
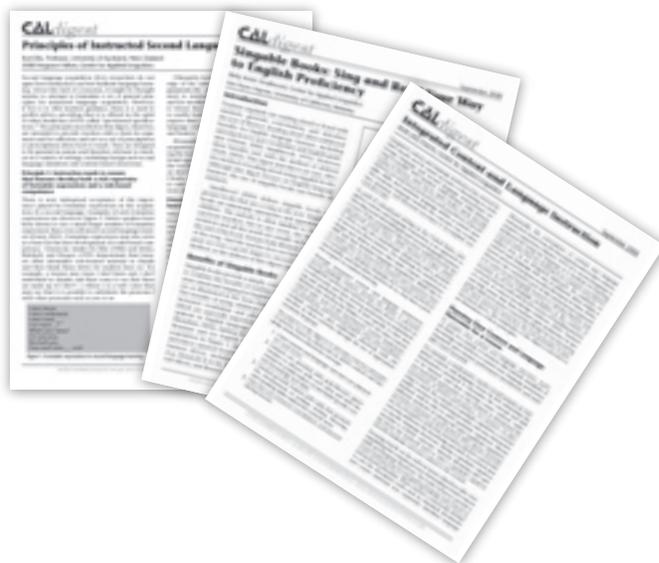
Join our list

CAL News is our electronic newsletter created to provide periodic updates about our projects, research, and programs, as well as information about new publications, online resources, products, and services of interest to our readers.

www.cal.org/about/calnews

Refugee Integration

The United States accepts tens of thousands of refugees each year from diverse regions of the world. CAL has been a leader in refugee education and orientation since 1975, helping refugee newcomers understand fundamental aspects of life in the United States and helping service providers and other interested parties understand the rich cultures and linguistic heritage of the new members of their communities.

Cultural Orientation Resource Center

Funder: U.S. Department of State,
Bureau of Population, Refugees, and Migration
October 2004 – December 2009

CAL develops and disseminates materials in the native languages of refugee newcomers to help them understand cultural adjustment issues and fundamental aspects of life in the United States, such as housing, community services, transportation, health, and employment. CAL also develops materials to help U.S. service providers understand new refugee populations.

www.culturalorientation.net

Resources For and About Refugee Populations

CAL's *Welcome to the United States* orientation books and videos, translated into several languages, help newcomers understand basic aspects of life in the United States.

www.culturalorientation.net/publications
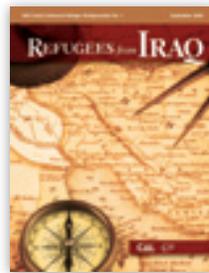
Refugee Backgrounders and Culture Profiles help refugee service providers and receiving communities understand the linguistic and cultural backgrounds of newly arrived refugees and the types of challenges they may face as they adapt to life in this country.

Cultural Orientation Services

CAL offers trainings and workshops to build refugee service provider capacity in cultural orientation and in the development of materials and curricula.

www.cal.org/refugeeintegration

Foreign Language Education

Proficiency in languages other than English is critical in our global society. CAL's foreign language experts work on issues affecting language learners at all levels of instruction (preK–12, higher education, and adults), with a special focus on teaching languages to children.

■ **www.cal.org/topics/fl**

Evaluation of a Voluntary State Curriculum in Foreign Language

Funder: Maryland State Department of Education, via subcontract from Westat
October 2007 – September 2008

CAL assisted in the review and analysis of Maryland's draft K–12 Voluntary State Curricula for foreign language instruction.

Training for Naval Academy Foreign Language Faculty

Funder: U.S. Naval Academy
July 2007 – November 2007

CAL staff delivered two half-day workshops, based on a staff needs assessment, for faculty in the Language Studies Department at the U.S. Naval Academy. The first session focused on curriculum and foreign language standards; the second focused on assessment and testing.

National K–12 Foreign Language Resource Center

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Iowa State University
September 1994 – August 2010

CAL's work for this resource center revolves around issues in language assessment, curriculum development, and resource dissemination that are critical to enhancing high-quality, standards-based elementary school foreign language instruction. Current projects include the development of a Chinese K–5 curriculum and the dissemination of early foreign language resources through a Web site (Ñandutí) and an electronic discussion group (Ñandu).

www.cal.org/projects/nflrc.html

Ñandutí **www.cal.org/earlylang**

National K–12 Foreign Language Survey

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

CAL is replicating its 1987 and 1997 surveys of foreign language programs in elementary and secondary schools to show patterns and shifts in enrollment, changes in teaching methodologies, increases or decreases in languages and programs offered, and availability of articulated sequences of classes. A final report of findings will be published in 2009.

www.cal.org/flsurvey

Professional Development Curriculum for Arabic Teachers K–12

Funder: U.S. Department of Education, via subcontract from The George Washington University
October 2006 – September 2009

CAL is adapting and expanding the popular self-instructional materials, *The Essentials of Language Teaching*, for use by teachers of Arabic.

CALservices

Foreign Language Services

CAL has a long tradition of promoting early language education programs and assessing the language proficiency of students enrolled in such programs. CAL has developed and offers training on the use of three innovative assessment instruments designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension: the S*tudent Oral Proficiency Assessment (SOPA)*, the *Early Language Listening and Oral Proficiency Assessment (ELLOPA)*, and the *CAL Oral Proficiency Exam (COPE)*.

Services Based on the SOPA, ELLOPA, and COPE

CAL provided workshops and rating and training services for the *SOPA, ELLOPA*, and *COPE* to the following clients in FY 2008:

- Bureau of Jewish Education, Los Angeles
- Columbiana County Public Schools, OH
- Frankfurt International School, Germany
- Lafayette Parish Schools, LA
- North Star Academy, Parker, CO
- Schaumburg Public Schools, IL
- Seattle Public Schools, WA
- Virginia Beach City Public Schools, VA
- Washington International School, DC
- Westport Public Schools, CT

www.cal.org/topics/fl/preK12.html

SOPA Online Training Courses

SOPA ONLINE TRAINING

CAL offers three online training courses that teach participants how to administer and rate students' oral language using the *Student Oral Proficiency Assessment (SOPA). Introduction to SOPA* is a self-paced course that provides a basic orientation to the *SOPA* and introduces the *SOPA* rating scale. The *Moderated Introduction to SOPA* provides all of the content of the self-paced introductory course and includes interactive discussions, advice, and feedback from an experienced *SOPA* trainer. *Rating the SOPA* is a moderated course that provides teachers with language-specific rating practice. A *SOPA Rater Certification* course is in development. CAL can also work collaboratively with educators to customize a course to best meet their needs.

CAL provided *SOPA* online training for the following clients in FY 2008:

- Fayette County Public Schools, KY
- Independent Schools District 196, MN
- Lakes International Language Academy, Forest Lake, MN
- Omaha Public Schools, NE
- Roosevelt Unified School District, NY
- Sioux City Community Schools, IA
- West Des Moines Community School District, IA
- Woodbury Elementary School, IA

www.cal.org/topics/ta/sopaonline.html

Spanish Language Spotlight

Discover Languages®

As part of our support for ACTFL's *Discover Languages* campaign, CAL has launched another language spotlight, this one focused on Spanish. Language spotlights are introductory in nature and are intended to encourage readers to explore the languages and CAL's work with them more deeply. Arabic, Chinese, Russian, and Spanish language spotlights are all available on our Web site.

www.cal.org/resources/discoverlanguages/index.html

Assessment and Testing

Determining the extent to which individuals can use a second or foreign language has become increasingly important in the United States. CAL's language testing experts focus on assessing language ability in English as a second language and foreign languages at all educational levels.

■ **www.cal.org/testing**

ACTFL Assessment for Performance and Proficiency of Languages

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 – August 2008

CAL worked with ACTFL to articulate a blueprint to assess performance and proficiency in languages on a national scale across all educational levels. 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 on the project to inform the profession.

Computerized Oral Proficiency Instrument

Funder: U.S. Department of Education, International Research and Studies Program
December 2004 – March 2008

The *Computerized Oral Proficiency Instrument (COPI)* is a computer-based, semi-adaptive test of oral proficiency intended for use with high school upperclassmen, college students, and professionals. It provides language educators with a computerized, time-efficient assessment of their native-English-speaking students' oral language proficiency in Arabic or Spanish.

www.cal.org/copi

Defense Language Aptitude Battery Forms Development

Funder: University of Maryland, Center for Advanced Study of Language, via subcontract from Second Language Testing, Inc.
January 2007 – July 2009

CAL collaborated with Second Language Testing, Inc., to develop four parallel forms of the Defense Language Aptitude Battery (DLAB) and four forms of a screener for the DLAB, known as DLAB-Lite.

Directory of Foreign Language Tests

Funder: U.S. Department of Education, International Research and Studies Program
October 2005 – September 2009

CAL has updated and merged its online Foreign Language Test Database and K–12 Foreign Language Assessment Directory. The new, combined resource is the *Foreign Language Assessment Directory (FLAD),* a free, searchable directory of information on nearly 200 tests in over 90 languages. The FLAD serves as a starting point for teachers and educators searching for foreign language assessments at the K–16 levels. The consolidated directory of tests is now accompanied by a user tutorial.

www.cal.org/flad

Evaluation of the Impact of the International Research and Studies Program

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from JBL Associates
September 2007 – January 2009

In cooperation with JBL Associates, CAL has identified and surveyed all projects funded by the International Research and Studies Program under the National Defense Education Act and the Higher Education Act, dating back to the program's inception in 1958. CAL's efforts have provided information for a searchable database and set forth a process for evaluating these projects and their long-term impact.

Hi-LAB Data Analysis

Funder: U.S. Department of Defense, via subcontract from the University of Maryland, Center for Advanced Study of Language
February 2008 – March 2009

CAL is providing quantitative analyses for Hi-LAB, a new language aptitude battery being developed by the Center for Advanced Study of Language.

Intensive Summer Language Institutes for Critical Languages

Funder: U.S. Department of State, via subcontract from the Council of American Overseas Research Centers (CAORC)
March 2008 – September 2009

CAL is supporting CAORC's efforts to provide intensive overseas summer language institutes in critical languages. CAL's participation involves assessment of the project's language goals.

National Capital Language Resource Center (NCLRC)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University
October 1990 – August 2010

CAL collaborates with Georgetown University and The George Washington University to operate the National Capital 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.

www.cal.org/projects/nclrc.html

STARTALK Assessment and Evaluation

Funder: U.S. Department of Defense, via subcontract from the University of Maryland, National Foreign Language Center
April 2008 – April 2009

STARTALK is a project of the National Security Language Initiative, a multi-agency effort to expand foreign language education in critical languages. CAL provides evaluation and assessment guidance as well as general assistance related to K–12 Arabic instruction.

STARTALK Assessment Training Program

Funder: National Security Agency
June 2008 – November 2008

CAL developed and provided assessment training for teachers of less commonly taught languages. Training consisted of a 3-day face-to-face workshop, online training, and technical assistance to teachers during their summer teaching assignments.

TOEFL Users' Perceptions, Beliefs, and Attitudes Toward the TOEFL iBT

Funder: Educational Testing Service
June 2008 – June 2010

This study of the *Test of English as a Foreign Language Internet-Based Test (TOEFL iBT)* will gather data from graduate and undergraduate students, teachers, and administrators in the United States and abroad about their beliefs concerning the *TOEFL iBT* as a measure of academic language ability in different contexts.

WIDA Consortium Partnership

Funder: WIDA Consortium
October 2006 – June 2009

CAL collaborates with the 19-state WIDA Consortium in its work to provide standards-based assessments for English language learners. CAL's work is divided into three main areas:

- CAL supports the Consortium's *ACCESS for ELLs* English language proficiency test program and works toward its continual improvement by developing new test items, field-testing the new items, and using them to refresh the test every year. *ACCESS for ELLs* is currently taken by over 725,000 students annually.
- CAL provides test administration training and professional development to WIDA Consortium teachers on using the Consortium's test and scores and, through innovative online courses, on how to integrate the SIOP Model with the WIDA standards.
- CAL provides technical and psychometric expertise to the Consortium, such as analyzing test data, producing an annual technical report for *ACCESS*, and carrying out special technical studies, such as the development of grade-level cut scores.

www.cal.org/projects/enhanced_assess.htm

MODEL ACCESS for ELLs®

Funder: University of Wisconsin, WIDA
August 2008 – July 2009

CAL is developing a valid and reliable, on-demand, teacher-administered and teacher-scored assessment of English language proficiency aligned with the WIDA Consortium's English Language Proficiency (ELP) Standards and modeled after the Consortium's *ACCESS for ELLs* assessment. The proposed assessment is currently known as *MODEL ACCESS for ELLs*. The test is designed to assess the English proficiency of English language learners and accurately place them into one of the six proficiency levels described in the WIDA Consortium's ELP Standards.

ONPAR Math

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the University of Wisconsin, Wisconsin Center for Education Research
July 2008 – March 2010

CAL is developing a dynamic, computer-based test of math for beginning English language learners in Grades 4 and 7 to be used by states to meet the NCLB math testing requirement. The test is distinguished by a low quantity of language and a correspondingly greater reliance on graphics and animations. ONPAR Math will rely on the foundational research from the ONPAR Science project to create an operational test based on a comprehensive test framework and field test.

ONPAR Science

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the Rhode Island Department of Education
February 2008 – June 2008

CAL is developing dynamic, computer-based test items for beginning English language learners in Grades 4 and 8 that address an integrated set of state science standards. These test items use less language and more graphics and animations than traditional test items. ONPAR Science seeks to identify the important research issues involved in ensuring that its test items perform comparably to those on states' general science assessments.

The MAGIC Project

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from the University of Wisconsin–Milwaukee
September 2008 – June 2010

CAL provided, in coordination with the WIDA Consortium at the Wisconsin Center for Education Research, a one-semester professional development course for educators of English language learners.

International Projects

As interest in English as a second language grows around the world, CAL is engaging in curriculum development, training, evaluation, and other program services in and for other countries.

Improved Quality and Access to Basic Education in Ghana

Funder: U.S. Agency for International Development, via subcontract from the Education Development Center
May 2004 – September 2010

CAL led implementation of literacy standards and milestones in one school district in Ghana and completed work on a project to enhance the culture of literacy in primary schools. A new, related project is assisting the Ghana Education Service in developing an ESL curriculum and materials for a bilingual literacy program in all of Ghana's primary schools.

www.cal.org/projects/ghana.html

Online Consumer Checklist

Funder: Asia-Pacific Economic Corporation (APEC)
May 2008 – August 2008

CAL developed an online consumer checklist to be used by government officials and others in the APEC member economies who are planning English language training for staff. The checklist is an easily accessible list of criteria to determine the reliability of a language school's or training program's claims regarding their ability to develop and enhance learners' English language skills and whether materials and resources used exemplify evidence-based practices.

Saudi Aramco English Language Training Program Evaluation

Funder: Aramco Services Company
July 2008 – February 2009

CAL is designing and conducting an independent evaluation of the English Language Training Program in Saudi Aramco's Training and Career Development Organization to determine to what degree the program is meeting its goals and to identify ways in which it can further align itself with best practices in English for professional and vocational purposes.

Center for Applied Linguistics
Statement of
Financial Position (UNAUDITED)

AS OF SEPTEMBER 30, 2008 AND 2007

	2008	2007
Assets		
Current Assets		
Cash	$ –0–	$ 58,815
Accounts Receivable	4,207,781	3,533,293
Prepaid Expenses	85,310	150,450
Total Current Assets	4,293,091	3,742,558
Investments	2,173,507	2,380,757
Inventory	182,564	66,408
Property and Equipment (Net of Accumulated Depreciation)	523,782	284,545
Other Assets		
Deposits	47,000	37,279
Total Other Assets	47,000	37,279
Total Assets	$ 7,219,944	$ 6,511,547
Liabilities and Net Assets		
Current Liabilities		
Disbursements in Excess of Cash	$ 423,889	$ –0–
Accounts Payable	1,480,576	810,000
Accrued Wages	563,818	406,013
Note Payable	78,036	121,896
Deferred Revenue	181,051	651,288
Total Current Liabilities	2,727,370	1,989,197
Deferred Rent	–0–	52,867
Total Liabilities	2,727,370	2,042,064
Net Assets		
Unrestricted	4,392,574	4,369,483
Permanently Restricted	100,000	100,000
Total Net Assets	4,492,574	4,469,483
Total Liabilities and Net Assets	$ 7,219,944	$ 6,511,547

CAL's financial statements are audited annually. Notes to the financial statements are not included.

Center for Applied Linguistics
Statement of Activities and Changes in Net Assets (UNAUDITED)

FOR THE YEARS ENDED SEPTEMBER 30, 2008 AND 2007

	2008	2007
Support and Revenues		
Contracts and Grant Revenue	$12,759,447	$10,822,936
Product Revenue	1,663,269	1,827,765
Services Revenue	132,531	57,575
Other Revenue	192,932	174,620
Total Support and Revenues	$14,748,179	$12,882,896
Expenses		
Program Services		
Contracts and Grants Activities	9,222,618	8,037,512
Consulting Fees and Workshops	1,097,617	554,596
Testing Activities	609,551	681,694
Publication Costs	347,484	329,841
Total Program Services	11,277,270	9,603,643
Supporting Services		
General and Administrative	3,264,305	3,140,334
Total Expenses	$14,541,575	$12,743,977
Increase in Unrestricted Net Assets Before Investment Activity	206,604	138,919
Net Investment (Loss) Gain	(183,513)	219,567
Increase in Unrestricted Net Assets	23,091	358,486
Net Assets at the Beginning of Year	$ 4,469,483	$ 4,110,997
Net Assets at the End of Year	$ 4,492,574	$ 4,469,483

CAL's financial statements are audited annually. Notes to the financial statements are not included.

Ferguson Fellow: Rod Ellis

In 2008, Rod Ellis was selected as the fourth Charles A. Ferguson Fellow. This fellowship was established in 1995 in honor of Charles A. Ferguson, CAL's founder and first director, to allow senior researchers in applied linguistics to affiliate with CAL as visiting scholars, contribute to ongoing work in their area of expertise, and further their own research and writing. Previous fellows were Joseph Lo Bianco, Catherine Snow, and Barbara Horvath. While in residence at CAL, Dr. Ellis consulted on projects in language learning and teaching and advised on directions for future work. He also wrote a CAL Digest, *Principles of Instructed Second Language Acquisition*, which can be downloaded for free from the CAL Web site.

Dr. Ellis is Professor in the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand, where he teaches postgraduate courses on second language acquisition, individual differences in language learning, and task-based teaching. He is also a professor in the MA in TESOL program at Anaheim University (California) and a visiting professor at Shanghai International Studies University as part of China's Chang Jiang Scholars Program. His published work includes articles and books on second language acquisition, language teaching, and teacher education.

Tucker Fellow: Denise Ford

CAL's 18th Tucker Fellow was Denise Ford, a candidate for the Ph.D. in reading at Texas Women's University. Ms. Ford has a bachelor's degree in Spanish, and she studied Korean for 16 months at the Defense Language Institute in Monterey, California. She also served in the military, spending a year in Iraq, where she worked on projects to rebuild Iraq's education system.

Ms. Ford's professional duties as a high school teacher and her research interests center on issues affecting the instruction and assessment of English language learners. While at CAL, she consulted with staff members on these issues and laid the foundation for her dissertation, which will be a narrative inquiry into the language and literacy experiences of Hispanic adolescent English language learners.

The G. Richard Tucker Fellowship, which includes a 4-week residency at CAL, is awarded annually to a master's or doctoral student working in a language-related field. The Charles A. Ferguson Fellowship is awarded periodically to senior researchers in applied linguistics.

Visit the About CAL section of our Web site for updates about these fellowships.

CAL at Conferences

CAL staff members present at various conferences, both nationally and internationally, to share information about our research, projects, and the wide variety of resources available from CAL.

Our conference work also allows CAL staff to interface with the field, talking to educators, service providers, policy makers, and partners about issues and needs related to language and culture.

Visit our Web site to learn more about presentations by CAL staff at conferences and where CAL will be exhibiting.

www.cal.org/conferences

CAL Staff and Associates

CAL CENTER
FOR APPLIED
LINGUISTICS

About CAL

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 projects, resources, and staff.

CAL's Mission

Improving communication through better understanding of language and culture

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