

CELEBRATING FIFTY YEARS: 1959-2009



CENTER FOR APPLIED LINGUISTICS
2009 ANNUAL REPORT

CAL

Improving Communication Through Better
Understanding of Language and Culture

MESSAGE FROM CAL'S PRESIDENT



At the close of the 1950s, the challenges of linguistic diversity, the expanding need for language policy development in many regions, and the emergence of English as a world language created a strong demand for language expertise and information. In the United States, reactions to the launch of Sputnik and the continuation of the Cold War led to concerns about U.S. language capacity, particularly in the less commonly taught languages. It was in this environment that the Ford Foundation and the Modern Language Association launched the Center for Applied Linguistics (CAL) in 1959, under the leadership of our founder and first director, Dr. Charles A. Ferguson, a pioneer in the field of applied linguistics. Fifty years later, we celebrate a golden anniversary with gratitude for the work of staff, trustees, and partners who have brought us to this point, and with excitement at the opportunities that lie ahead.

CAL was founded to serve as a liaison between the academic world of linguistics and the practical world of language education and language-related concerns. Its original mandate was to

- Improve the teaching of English around the world
- Encourage the teaching and learning of less commonly taught languages
- Contribute new knowledge to the field by conducting language research to resolve social and educational problems
- Serve as a clearinghouse for information collection, analysis, and dissemination and as a coordinating agency to bring together scholars and practitioners involved in language-related issues

These purposes remain in the core mission today, within an evolving set of objectives that has made explicit the importance of culture as well as language and that now includes components related to diversity, assessment, and policy. CAL's current mission statement—to improve communication through better understanding of language and culture—seeks to tie together these components in a way that can evolve as the needs of society change.

Not surprisingly, a lot has changed in the years since CAL began. The organizational landscape is significantly different, and there are now many more partners to work with, especially in the professional organizations that have grown up in the last 50 years. Central to CAL's work has always been the creation of useful publications that inform policymakers and practitioners in the fields of language assessment, bilingual education, foreign language education, teaching English as a second language, refugee integration, language policy, literacy, and teaching linguistically and culturally diverse students. One of the biggest developments in disseminating information has been advances in technology. Now, in addition to print publications, we are able to provide resources through our website, online courses, and multimedia presentations, reaching many more people faster and with richer, more timely content.

We invite you to view this report of our work during our anniversary year. Our programmatic efforts continued as vigorously as ever, as you will see in the following pages. In addition, the CAL50 insert spotlights commemorative activities and events that were part of our anniversary celebration. It also shares milestones of CAL's history from our online timeline. We hope you will visit our website to view the complete timeline and learn more about our celebration and our organization.

CAL has a vital strategic role to play in strengthening the quality of language teaching and learning, creating access and equity for underserved groups in our diverse world, and translating theory to practice to improve education for all learners. Our experience is that language and culture are central to meeting these demands. Through our resources and our research, we seek to lay the foundation for the next 50 years of work addressing important societal issues that involve language and culture. We look forward to working with you in the years ahead.

Warm regards,
Donna Christian
President

REFLECTIONS ON THE CENTER FOR APPLIED LINGUISTICS



When CAL was established in 1959, the world was a different place. Sputnik had just been launched, Dwight Eisenhower was president of the United States, and the Vietnam War was just beginning. There were no copiers, electronic calculators, or personal computers, and social and legal acts such as the Peace Corps and the Civil Rights Act had not yet been initiated. Yet there were urgent language issues of equity, accessibility, and teaching and learning that could be addressed by a responsive, visionary organization. CAL stepped up and has not slowed down for

the last 50 years. As a research associate in the 1960s, a program director into the 1990s, and a member of the Board of Trustees in the 2000s, I have had the privilege of witnessing firsthand the influence of CAL on society and education.

Over the decades, CAL has had a formative influence on linguistic application to a wide range of social and education problems. In my own field of specialization, sociolinguistics, CAL staff conducted some of the earliest descriptive research on minority dialects, applied its findings to social and educational problems, and disseminated critical information broadly through the establishment of the first publication venue on this topic, the Urban Language Series. Similar stories could be told for many other areas that have been stamped by CAL's contributions: the learning of English, foreign language study, refugee services, uncommonly taught languages, language assessment, and literacy education, among others.

Though unimagined technological advances have taken place and social circumstances have changed drastically over the last 50 years, many of the same underlying concerns related to language equity, diversity, and accessibility continue to drive CAL's conceptual and practical mission. While maintaining a steadfast vision and commitment, CAL has shown a remarkable capacity to be responsive, flexible, and innovative in terms of linguistic application. There simply is no other organization like CAL. On behalf of the Board of Trustees and all of the constituencies served by CAL, I commend the staff and their leaders for their remarkable achievements during the past 50 years. At the same time, CAL's resources, services, and vision are needed now more than ever, and we look forward to CAL's continued leadership for the next 50 years and beyond.

Walt Wolfram

*William C. Friday Distinguished Professor of English
North Carolina State University*

*Chair, Board of Trustees, 2008–2009
Center for Applied Linguistics*





As we celebrate CAL's decades of achievement, each person associated with CAL over the years brings unique memories. For me, CAL is inseparable from the two great loves of my life: Charles A. Ferguson (Fergie to most of you) and my research and teaching career in language, literacy, and culture.

When I first met Fergie nearly two decades after he left his position as founding president, his pride and eagerness to be involved in CAL's accomplishments remained in full force. In the extraordinary work of CAL during the 1970s on bilingual education, we met and married. Each of us played different roles over the years with CAL, though both of us worked together to enlist colleagues from around the world to benefit from and to be a part of the CAL community of scholars. CAL's pattern of international inclusivity has paid off in innumerable ways, beginning with CAL's leadership of education in refugee camps and resettlement in the 1970s.

During my years on CAL's Board, nothing impressed me more than its philosophy of staying in tune with the role of applied linguistics in other nations and bringing that information to bear in the work of the staff.

In several aspects of research on language learning, CAL has been out in front to lay the groundwork and set the standard for fields of applied linguistics research to come. From regional dialects to sign language studies to research on later language development, CAL has significantly influenced patterns of collaboration, translation of basic research into practice, and understanding of lifelong language learning. From its beginning, CAL has insisted on bringing research to bear on forms of language assessment, and its influence on this complex field is still felt from branches of the State Department to admissions offices of universities reviewing English language competencies of foreign students.

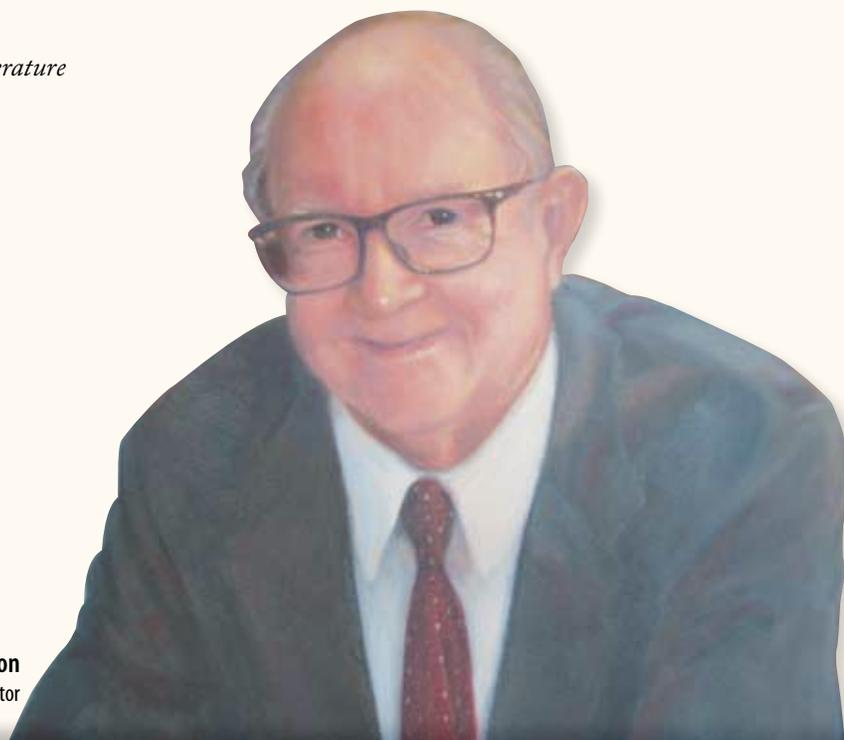
As an increasing number of universities incorporate divisions with titles such as Language, Literacy, and Culture, CAL will acquire colleagues with an ever-widening range of interests. All of us can have confidence that in its next half century, CAL will continue to lead by its willingness to keep learning, set new directions, and remain committed to the interdependence of research and practice.

Congratulations and all good wishes for full speed ahead!

Shirley Brice Heath

*Margery Bailey Professor of English and Dramatic Literature
Professor of Linguistics, Emerita,
Stanford University*

*Professor at Large
Watson Institute of International Studies
Brown University*



Charles A. Ferguson
CAL's founder and first director

SPOTLIGHTS

Connecting Research and Practice

Supporting Secondary Schools in California's Central Valley

School change researchers such as Michael Fullan and Andy Hargreaves have suggested that a potentially powerful resource for schools desiring to better support English learners' academic development lies in neighboring schools with similar demographics that are focusing on English learners in their school improvement efforts.

At the invitation of the Irvine Foundation, CAL collaborated with four high schools that serve large numbers of English learners in California's Central Valley. The goal of the project was to identify and develop local resources that the schools could use to improve instruction and support students' transition into postsecondary education. A key intervention was SIOP Model training. Beginning with teacher leaders, CAL staff led SIOP workshops for additional cohorts twice a year. As the schools built expertise in the SIOP approach to lesson design, teachers from early cohorts were trained to coach and train their peers. At the same time, a Parent Empowerment Program was operated by the school outreach program of nearby University of California, Merced, for families who do not have college-going experience and who are contemplating college education for their children.

One of the high schools focused its SIOP Model instruction on writing to address its graduates' weak writing performance at the local community college. Working with the local San Joaquin Valley Writing Project, high school leaders developed a program of writing across the curriculum focused on the expository writing skills that college demands. Across one school year, content area teachers met monthly with Writing Project consultants to practice integrating writing into their course requirements.



Through CAL's continued work in California, resources from the Central Valley project are currently contributing to a SIOP Model professional development program for teachers in nearby Fresno. Two of the high school SIOP trainers are teaming with CAL SIOP trainers, and two coaches are working with Fresno principals to build expertise in the SIOP approach.

CAL collaborated with four high schools that serve large numbers of English learners in California's Central Valley to identify and develop local resources that could improve instruction and support students' transition into postsecondary education.

Carolyn Temple Adger, Director, Language Education and Academic Development Division

■ Visit www.cal.org/projects/enhance_secondary.html to learn more.

Valuing Diversity

Strengthening the Connection Between Overseas and Domestic Refugee Orientation

The United States accepts tens of thousands of refugees each year from various 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.

As a part of our long-standing technical assistance contract with the U.S. Department of State (DOS), the Cultural Orientation Resource (COR) Center at CAL develops and disseminates materials in Asian, European, African, and Middle Eastern languages that provide refugee newcomers with the essential information they need to understand and begin adapting to life in the United States. These materials include our *Welcome to the United States* orientation books and videos. For service providers, we produce materials such as *Refugee Backgrounders*, which are short publications on the background, history, and culture of different refugee groups.

The COR Center staff holds workshops across the United States on the resettlement needs and cultures of refugees, offering technical assistance and tools to facilitate the provision of effective orientation to new groups. COR Center professional development workshops bring together a wide range of service providers, including resettlement agencies, schools, social service agencies, and health service organizations, to share challenges and develop strategies for successful integration.

In 2009, upon its selection as an Office of Refugee Resettlement (ORR) technical assistance provider on orientation and new groups, the COR Center began to develop services and materials relating to additional groups of newcomers, such as entrants and victims of human trafficking. The ORR funding allows the COR Center to extend these activities to those newcomers who have been in the United States beyond the initial resettlement period but who are in acute need of additional orientation to facilitate adjustment to their new commu-



nities. The new grant also provides opportunities for the COR Center to strengthen its partnerships with schools, community-based organizations, state and local officials, health service providers, and others.

This combination of initiatives funded by DOS and ORR allows the COR Center to focus on strengthening the connection between overseas and domestic orientation and improving the ability of U.S.-based service providers to work with their newcomer clients. In addition, through its DOS contract, the COR Center is conducting some special projects, including an evaluation of the orientation continuum from initial orientation overseas through U.S. resettlement, and the collection of data on the integration trends of selected refugee groups.

The COR Center is focusing on strengthening the connection between overseas and domestic orientation and improving the ability of U.S.-based service providers to work with their newcomer clients.

Sanja Todoric-Bebic, Director, and Colleen Mahar-Piersma, Associate Director, Cultural Orientation Resource Center

■ Visit www.culturalorientation.net for more information.

SPOTLIGHTS *(continued)*

Building a Multilingual Society

Identifying Trends in Foreign Language Teaching – Results of a National Survey

CAL's National K–12 Foreign Language Survey revealed that foreign language instruction has remained relatively stable at the high school level over the past decade but that it has decreased substantially in elementary and middle schools nationwide. Moreover, only a small percentage of the elementary and middle schools not teaching languages in 2008 planned to implement a language program within the next 2 years. These results are disconcerting. The United States is at a point in history when, as Gene R. Carter, Executive Director of ASCD (formerly the Association for Supervision and Curriculum Development), states, “At stake is whether an entire generation of learners will fail to make the grade in a global economy.” At a time when countries around the world are implementing language programs for younger and younger children and are positioning them to become multilingual world citizens of the 21st century, the United States is not making a concerted effort to provide students with the early-start, long-sequence foreign language instruction that will prepare them to participate effectively in a globally competitive world.

CAL's survey report offers six recommendations to invigorate language education in the United States, with the goal of dual language proficiency for all children:

- Encourage the establishment of new language programs, particularly those that start in elementary school and aim at a high degree of proficiency.
- Offer more intensive foreign language programs.
- Improve the articulation pattern for schools that offer languages in the early and middle school grades.
- Offer a wide range of world languages.
- Expand the research base on foreign language instruction.
- Recognize the vital importance of an American citizenry that can communicate effectively in many languages and across cultures, and make the teaching and learning of foreign languages a priority in the K–12 curriculum.

- Visit www.cal.org/flsurvey for more information or to read the executive summary of the report.



What is lacking in the United States is a widespread recognition that knowing another language is as important as knowing science, social studies, language arts, and mathematics. When legislators, administrators, and other education policy makers recognize the need to include foreign languages in the core curriculum, the necessary funding and other resources needed to make this happen will follow. This change in attitude is the necessary first step in moving our country toward parity with nations around the globe that graduate students who can communicate in more than one language.

The United States needs to provide students with the early-start, long-sequence foreign language instruction that will prepare them to participate effectively in a globally competitive world.

Nancy C. Rhodes, Director, Foreign Language Education Division, and Ingrid C. Pufahl, Project Coordinator

Developing Skills for Success

Supporting Practitioners Working With Adult English Language Learners

CAL has been a leader for years in providing resources and assistance to practitioners working with adults learning English. Much of this work has been accomplished through funding from the U.S. Department of Education, Office of Adult and Vocational Education (OVAE). In 1989, the National Clearinghouse for Literacy Education (NCLE) was established at CAL with funding from OVAE. NCLE's purpose was to develop and disseminate research-to-practice information for all who worked with adults learning English. Through NCLE, CAL staff produced short research-to-practice summaries; provided training for adult ESL practitioners at the national, state, and local levels on promising practices; and answered questions from the field.

In recent years, CAL's focus has been to help states plan, implement, and evaluate high-quality, sustained, data-driven professional development for practitioners working with adults learning English. Another priority has been to make research findings and evidence-based resources available nationwide to practitioners who work with this population. These resources include a framework describing quality professional development for practitioners working with adults learning English, a training-of-trainers manual, a toolkit for practitioners, and a searchable online database that categorizes and annotates nearly 300 documents of interest to teachers, administrators, students, and researchers interested in the education of adult English language learners.

CAL has provided face-to-face training integrated with online follow-up to adult ESL practitioners in selected states, created an online database of quality documents to use in professional development, developed a manual that offers practical advice to help social service provid-



ers that serve older immigrants, and developed and given training on a curriculum to use with adult learners that promotes pedestrian and bicycle safety. CAL is also well known for its adult English proficiency assessments. With *BEST Plus* to measure speaking and listening skills and *BEST Literacy* to measure reading and writing skills, CAL helps address the needs of adult English language learners by providing assessment options that reliably demonstrate student progress.

CAL's focus in recent years has been on helping states with emerging populations of adult English language learners plan, implement, and evaluate professional development for practitioners who work with adults learning English.

Miriam Burt, Director, CAELA Network

■ Visit www.cal.org/adultell for more information.

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.



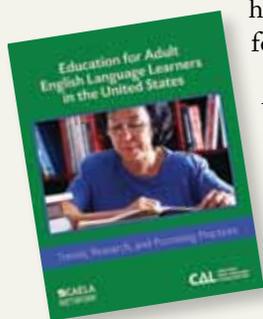
■ Visit www.cal.org/adultell for more information.

Center for Adult English Language Acquisition (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 practitioners who work with adult English language learners and to build state capacity to provide high-quality professional development for these practitioners.



Education for Adult English Language Learners in the United States

This publication describes the current state of education for adult English language learners, with a focus on instructional programs, professional development for teachers, assessment and accountability, and future directions in English literacy education and lifelong learning.

CAELA Network Briefs

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

- Managing Programs for Adults Learning English
 - Observing and Providing Feedback to Teachers of Adults Learning English
 - Supporting and Supervising Teachers Working With Adults Learning English
 - Teaching Grammar to Adult English Language Learners: Focus on Form
 - Teaching Pronunciation to Adult English Language Learners
 - Uses of Technology in the Instruction of Adult English Language Learners
- For more information, read the spotlight on page 7 or visit www.cal.org/caelanetwork.

EL (English Literacy)/Civics Online Courses

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

In collaboration with The Adult Learning Resource Center in Arlington Heights, Illinois, CAL manages this project to develop online courses and tutorials to train EL/civics teachers to deliver effective EL/civics instruction.

- **For more information visit**
www.cal.org/projects/elcivics.html.

English for Heritage Language Speakers



FUNDER: U.S. Department of Defense,
National Security Education Program
Ongoing since September 2005

CAL administers and oversees the English for Heritage Language Speakers program, in which native speakers of critical languages have the opportunity to raise their English proficiency to a professional level that qualifies them for positions in the federal government. For the 2009 program year, the program received 118 applications and enrolled 28 scholars representing four language communities: Arabic, Persian Farsi, Dari, and Mandarin Chinese.

- **For more information, read the mini-spotlight on this page or visit** 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 National Institute for Literacy awarded a grant to The Pennsylvania State University's Institute for the Study of Adult Literacy, in partnership with Kent State University, to direct the LINCS (Literacy Information and Communication System) Workforce Competitiveness Resource Collection. CAL provided a moderator for the English language acquisition electronic discussion list on various literacy-related topics to enhance professional development for adult educators.

MINI-SPOTLIGHT

English for Heritage Language Speakers (EHLS)



EHLS is an intensive program of English language study for adults who already possess a high level of proficiency in another language and who want to achieve

professional proficiency in English. EHLS participants develop the English language skills and cultural awareness they need to succeed in professional positions in U.S. government, business, and industry. Participation in the EHLS program involves 6 months of full-time, intensive study on the Georgetown University campus, followed by 2 months of part-time online courses.

CAL's role in the EHLS program has seven main components:

- Developing and refining program design
- Managing student recruitment and admission
- Coordinating entry and exit language proficiency testing
- Overseeing the awarding and disbursement of scholarships
- Overseeing and supporting the instructional program
- Providing federal job search support for program participants
- Monitoring and evaluating program quality

CAL conducts the EHLS program in partnership with the Georgetown University Center for Language Education & Development and the Institute of International Education.

Deborah Kennedy, Program Director, EHLS, and Director of Development

Visit www.cal.org/ehls for more information.

EDUCATION OF ADULT ENGLISH LANGUAGE LEARNERS *(Continued)*

NIFL Technical Assistance for Program Planning

FUNDER: National Institute for Literacy, via subcontract from MPR Associates
October 2005–September 2009

This project focused on providing guidance for the National Institute for Literacy on future directions in adult ESL research and education. CAL met with adult ESL experts, conducted an environmental scan, and worked with authors on background papers on topics in education for adults learning English in the United States: career pathways, immigrant populations, learners with limited literacy, and uses of technology in instruction.

Pedestrian and Bicycle Safety Program

FUNDER: National Highway Transportation Safety Administration, via subcontract from Aspira Association, Inc.
October 2008–October 2009

CAL developed curriculum modules for adult English language learners with limited literacy that will be available in print, on CD, and online. The modules emphasize the development of listening and speaking skills through interaction with basic traffic safety messages and include a teacher manual, student book, and audio clips.

Professional Development for Literacy Educators

FUNDER: New Jersey Department of Labor and Workforce Development
September 2008–June 2010

CAL is providing professional development services for literacy educators throughout the state of New Jersey. The purpose of the project is to build a supportive infrastructure that will enable New Jersey to offer two-tiered training with effective participation and follow-up, which will sustain instructional improvement over time.

Technical Assistance for Adult ESL Programs in Midland, Texas

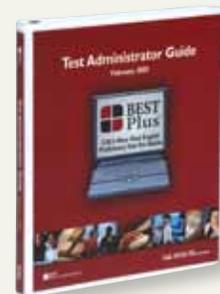
FUNDER: University of Texas, El Paso
June–September 2009

CAL provided technical assistance to adult ESL refugee programs in Midland, by phone and online.

Training Workshops for *BEST Plus*

October 2008–September 2009

BEST Plus is an individually administered, face-to-face oral interview designed to assess the English language proficiency of adult English language learners.



The *BEST Plus* training workshop prepares participants to administer and score the test by providing an overview of the development and purpose of the test, opportunities to practice delivery and scoring, and clarification of administration and scoring issues. Participants also learn to recognize the importance of assessing oral language proficiency and to interpret *BEST Plus*

scores. CAL provided 6-hour *BEST Plus* training workshops in Arkansas, California, the District of Columbia, Florida, Louisiana, Nebraska, New Jersey, New York, Pennsylvania, and South Dakota in FY09.

■ **For more information, visit www.cal.org/aea.**

EDUCATION OF PREK–12 ENGLISH LANGUAGE LEARNERS

Educators need research-based instructional approaches 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 services outlined in this section include research, program design, and instructional strategies.



■ Visit www.cal.org/topics/ell for more information.

Assessment to Enhance English Literacy Development Among Spanish-Speaking Children in Grades K–3 (PALS Español)

FUNDER: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Virginia
June 2009–May 2013

This project involves developing Spanish versions of the existing Phonological Awareness Literacy Screening instruments (PALS-K and PALS 1-3). PALS Español will identify students' literacy strengths in their native Spanish in order to accelerate their English reading and spelling development and to distinguish between students who simply have English oral language delays and those who have actual reading difficulties. CAL's role is to provide Spanish linguistic expertise.

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



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

As a partner in this research program, CAL is working with principal investigators from other institutions to test a systemic intervention model for English language learners in Grades 4–8 regarding language, literacy, and content area skills. CAL's focus is on science and on using the SIOP Model. CAL also leads dissemination activities.

■ For more information, read the mini-spotlight on page 12 or visit www.cal.org/create.

EDUCATION OF PREK–12 ENGLISH LANGUAGE LEARNERS *(Continued)*

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

(also known as Enhancing Vocabulary Through Cognate Awareness [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, morphological awareness, and reading comprehension of native Spanish speakers in the middle school grades. This project is linked to the CAL research program, Vocabulary Instruction and Assessment for Spanish Speakers, described on page 15.

- **For more information, visit**
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 collaborated on the development, validation, and norming of a diagnostic assessment of reading comprehension for students in Grades 3–5. CAL's role was developing assessments of four components of reading comprehension: text memory, text inferencing, knowledge access, and knowledge integration.

- **For more information, visit**
www.cal.org/projects/darc.html.

MINI-SPOTLIGHT



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

CREATE researchers are investigating whether a school-wide model at the middle school level will yield improved outcomes for English language learners in content area knowledge and academic language development. CAL leads the science and the SIOP portions of the intervention, as well as the dissemination activities.

Written by CREATE's principal researchers and their colleagues and disseminated in both electronic and hard copy, CREATE briefs address current issues related to the thrust of the Center's work. Two briefs were published in 2009 and are available to read or download at the CREATE website.

- Using the SIOP Model to Improve Middle School Science Instruction
- Response to Intervention and English Learners

The website features information about CREATE as well as presentation materials from the three CREATE conferences. Periodic announcements about publications and events go out via email.

Julie Mazrum, Research Assistant, Language Education and Academic Development Division

Visit www.cal.org/create for more information.

English Language Learner Program Evaluation

FUNDER: Township High School District 113, IL
November 2008–February 2009

CAL conducted an evaluation of District 113's program of study for English language learners and of the Spanish classes offered to students previously enrolled in the dual language program in the neighboring elementary school district.

Enhancing Secondary Education in the Central Valley

FUNDER: Irvine Foundation
July 2006–June 2009

This project was aimed at improving instruction and preparation for postsecondary education in high schools in California's Central Valley with high enrollments of English language learners. It focused on SIOP Model training for teachers, training of school-based SIOP trainers, and collaboration with the San Joaquin Valley Writing Project to support writing across the curriculum.

■ **Read the spotlight on page 4 for more information.**

Establishing a Middle School Study Group to Enhance Educational Outcomes for English Language Learners

FUNDER: Middle School 44, New York, NY
April 2009

CAL assisted MS 44 in establishing a study group for students and presented a 2-hour overview to teachers on effective strategies for educating English language learners at the middle school level.

Evaluation of Maryland PreK–12 English Language Proficiency Standards

FUNDER: Maryland State Department of Education
August 2008–September 2009

CAL conducted an evaluation of the Maryland preK–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 presented the findings and recommendations of the evaluations to the Maryland State Board of Education.

Exemplary Programs for Newcomer English Language Learners at the Secondary Level

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

CAL is studying promising programs that help newcomers succeed in middle and high school. In 2009, CAL conducted a national survey of programs in order to publish profiles in an online database. In the second phase, CAL will conduct case studies and prepare a report of data analyses.

■ **For more information, visit www.cal.org/newcomer.**

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 for Michigan, Indiana, and Ohio. CAL's focus is the education of English language learners in these states.

■ **For more information, visit www.cal.org/projects/greatlakes.html.**

EDUCATION OF PREK–12 ENGLISH LANGUAGE LEARNERS *(Continued)*

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 workshops, observations, and coaching sessions for teachers and administrators in New York City who work with English language learners in Grades 4–12. The professional development focuses on vocabulary and reading comprehension in content areas, the preliteracy and literacy development of English language learners with interrupted formal education, and related language and literacy issues.

Professional Development on Helping English Language Learners (K–12) Succeed in School

FUNDER: Commonwealth of Northern Mariana Islands
August 2009

CAL provided three 1-week institutes for teachers on helping English language learners succeed in school. Each institute focused on a different grade range—lower elementary, upper elementary, and secondary—and followed a principles-to-practice approach that was based on current research and best practices for English language learners. Course topics included foundations of second language acquisition, ESL methodology, sheltered instruction, lesson and unit planning, classroom assessment, and culturally responsive teaching.

Professional Development and Technical Assistance for North Kansas City Public Schools

FUNDER: U.S. Department of Education, via subcontract from 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 for 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, via subcontract from CNA Corporation
April 2006–March 2011

CAL leads fast-response research studies on issues related to the education of English language learners in school districts in Kentucky, Tennessee, Virginia, and West Virginia. Current work focuses on the needs of districts with emerging English language learner communities. Two reports on capacity-building in these districts have already been completed and released by the U.S. Department of Education. Work is in progress on a study of the use of technology-based resources for instruction of English language learners.

■ **For more information, visit**
www.cal.org/projects/rel_appalachia.html.

Teaching Middle School English Language Learners in the Content Areas

FUNDER: Public Schools MS 65, New York, NY
May 2009

CAL provided professional development on making content reading material accessible to English language learners and providing classroom instruction that enables them to engage productively in the academic content at the middle school level.

Vocabulary Instruction and Assessment for Spanish Speakers (VIAS)

FUNDER: Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)
July 2007–May 2012

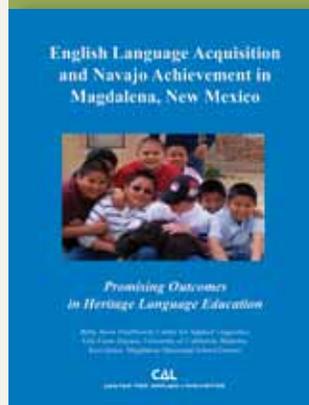


This project is the second 5-year effort in a 10-year program of research focused on improving vocabulary knowledge for Spanish speakers learning to speak English. The program includes a research core, an administrative core, and three research studies funded by NICHD; and a fourth research study, funded by the U.S. Department of Education, Institute of Education Sciences. The combined VIAS program of research focuses on understanding the trajectory of vocabulary development, developing instructional interventions to enhance vocabulary knowledge, and developing vocabulary assessments to assist teachers in structuring instruction to meet students' needs.

■ **For more information, visit www.cal.org/vias.**

MINI-SPOTLIGHT

English Language Acquisition and Navajo Achievement in Magdalena, New Mexico



In the final year of this project with the Alamo Navajos, CAL and the district team focused on capacity building in order to allow the project to continue beyond federal funding, and it has. For example, after the project ended, the district

started a new high school course in Navajo government. The project team also emphasized dissemination, so others interested in heritage language revitalization and Native American education could read success stories and learn from their experiences. The full report about this project, *English Language Acquisition and Navajo Achievement in Magdalena, New Mexico: Promising Outcomes in Heritage Language Education*, describes the program within a national and historical context, explains the implementation and outcomes, makes recommendations, and provides online resources. It is available as a free resource on the CAL website and is designed to share significant findings from a long-term project.

*Betty Ansin Smallwood, Manager, CAL Services PreK–12
English Language Learners and ESL Specialist*

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

EDUCATION OF PREK–12 ENGLISH LANGUAGE LEARNERS *(Continued)*

CALservices Schools across the country are engaged in improving educational opportunities and outcomes for English language learners. CAL provides a variety of services and materials to help educators work effectively with these learners.

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

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



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



*Enhancing English
Language Learning in
Elementary Classrooms*



*Enriching Content
Classes for Secondary
ESOL Students*



*Professional Development
for Bilingual and ESL
Paraprofessionals: The Aspire
Curriculum*

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

CAL provided professional development using these materials for the following clients during fiscal year 2009:

- Alexandria City Public Schools, VA
- Community Academy Public Charter Schools, Washington, DC
- Massachusetts Department of Elementary and Secondary Education, MA
- Montgomery County Public Schools, MD
- MS 44, New York City Public Schools, NY
- MS 65, New York City Public Schools, NY
- Orange County Public Schools, FL
- Palm Beach County School District, FL
- Talbot and Dorchester County Public Schools, MD
- Virginia Department of Education, VA
- Washington State Department of Education, WA
- Winston-Salem/Forsyth County Schools, NC

Training-of-Trainer and Direct Strategies Institutes

In 2009, CAL offered two 3-day training-of-trainers institutes based on the *What's Different About Teaching Reading to Students Learning English?* curriculum, providing professional development to educators who teach reading in classes with English language learners. CAL also offered two 3-day direct strategies institutes for teachers, providing them with effective strategies for teaching reading to English language learners.

Three-Day Institutes on *What's Different About Teaching Reading to Students Learning English?*

FUNDER: Virginia Department of Education
August 2008–January 2009

CAL delivered four 3-day institutes to ESL teachers, reading specialists, and classroom teachers from school districts throughout Virginia. The objective of the institutes was to provide participants with an understanding of the methodology and strategies for teaching English language learners how to read. The training employed the *What's Different About Teaching Reading to Students Learning English?* study guide as a foundation.

Education of PreK–12 English Language Learners continues on page 21

COMMEMORATING CAL'S 50TH ANNIVERSARY



On February 16, 2009, CAL marked the 50th anniversary of its founding. This milestone presented a unique opportunity to focus renewed attention on the significant role of language and culture in our increasingly global society. Building on research, learning, and knowledge from its long history, CAL took a fresh look at the significant issues of language and culture that both unite and divide our world. As we contemplated this significant moment in the history of our organization, we developed a theme of Reflection, Celebration, and Innovation to guide our thinking and activities during the anniversary year and to help us set the stage for the future. These are some highlights of our anniversary year connected to this theme:

- **Reflection: Online Timeline of Milestones**

A cornerstone of reflection during our anniversary year was a timeline of milestones of CAL's work over the last 50 years in the context of U.S. and world events. This timeline highlights resources derived from our past and current work. We have shared highlights from the timeline on the next two pages. **Travel the timeline online at www.cal.org/timeline.**

- **Celebration: CAL50 Anniversary Events**

CAL chose a theme, Applied Linguistics for a Changing World: Connecting Research and Practice, to provide a foundation for a number of public events during the anniversary year. These events brought together distinguished professionals in the field to discuss issues related to language, culture, and diversity.

- **Innovation: Online Resource Archive**

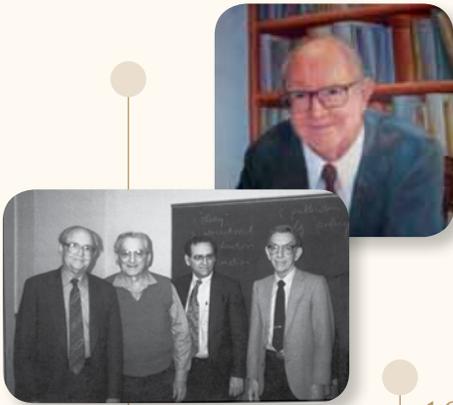
One of our key objectives was to assemble and disseminate resources to benefit both research and practice and to increase public understanding and acceptance of language and cultural diversity. As part of this effort, we expanded CAL's archive of online resources with the goal of providing easy access to foundational resources that would otherwise be difficult to find. This work also provides the foundation for an ongoing program of online publications to create a comprehensive library of CAL works.

Contributions received from our generous CAL50 donors were used to support development of our online resource archive and other activities related to our mission. View the list of CAL50 Supporters online.

- **Visit www.cal.org/cal50 to learn more.**



FIFTY YEARS *of Improving Communication Through*



1959

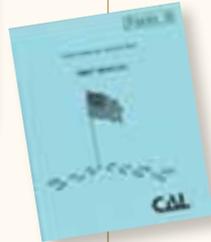
CAL founded with a grant to the Modern Language Association by the Ford Foundation

1978

Language in Education series launched

1984

Basic English Skills Test (BEST) launched



1987

First directory of two-way immersion programs published

1991

Student Oral Proficiency Assessment developed

1996

Sheltered Instruction Observation Protocol (SIOP) and two-way immersion research begin



2003

Alliance for the Advancement of Heritage Languages established



Heritage Languages
IN AMERICA

CAL partners with WIDA Consortium



1959 • CELEBRATING

1967

Work begins on language textbooks for the Peace Corps



1988

National Clearinghouse for ESL Literacy Education opens (1988-2003)

2000

Developing English Literacy in Spanish Speakers (DeLSS) research begins



2002

What Teachers Need to Know About Language and Why Reading Is Hard published



1974

ERIC Clearinghouse on Languages and Linguistics established (1974-2003)



1994

CAL launches first website

BUILDING A MULTILINGUAL SOCIETY *Connecting Research*

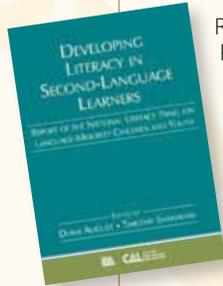


Better Understanding of Language and Culture

2006

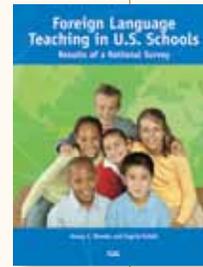
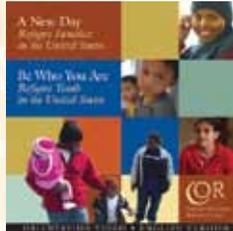


English for Heritage Language Speakers (EHLS) program begins



Report of the National Literacy Panel published

Videos on refugee families and refugee youth become available



2009

Result of third decennial national foreign language education survey published

CAL celebrates 50th anniversary – hosts symposium on the Power of Language in a Diverse Society



2004

Center for Adult English Language Acquisition (CAELA) established



CAL joins EDC in literacy program in Ghana

FIFTY YEARS • 2009

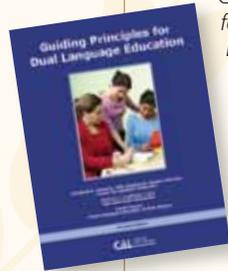
2005

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



2007

Guiding Principles for Dual Language Education published

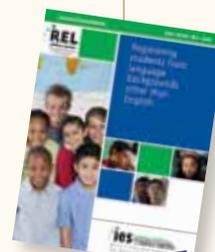


Revised edition of *What's Different About Teaching Reading to Students Learning English?* published



2008

REL report on school districts serving emerging English language learner communities published on IES website



Research project begins on exemplary programs for newcomer English language learners at the secondary level



Computerized Oral Proficiency Instrument available in Spanish and Arabic

Connect with fifty years of CAL history –
Travel the online timeline at www.cal.org/timeline

& Practice VALUING DIVERSITY Developing Skills for Success





HIGHLIGHTS FROM CAL'S 50TH ANNIVERSARY YEAR

Events

Presentation

Valuing All Voices: Cultivating Heritage Language Resources
American Council on the Teaching of Foreign Languages
2008 Convention, Orlando, FL
The PowerPoint presentation is available online.



Reception in Honor of the 50th Anniversary of the Center for Applied Linguistics
Linguistic Society of America 2009 Annual Meeting, San Francisco, CA
January 10, 2009



Symposium
The Power of Language in a Diverse Society
Washington, DC 
March 12, 2009

CAL assembled a distinguished panel of scholars to discuss the powerful role language plays in society. Video and PowerPoint presentations are available online.



Invited Colloquium
Applied Linguistics for a Changing World: Connecting Research and Practice
American Association for Applied Linguistics
2009 Conference

The abstract and a photo gallery are available online.

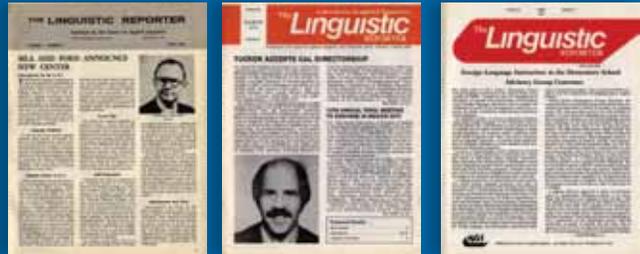
Board-Invited Session

Looking Ahead: Connecting Culture and Language in the U.S. Classroom
Teachers of English to Speakers of Other Languages
2009 Convention
The PowerPoint presentation is available online.

Online Resource Archive

Linguistic Reporter Collection

CAL has created a public electronic archive of the *Linguistic Reporter*, our print newsletter published from 1959-1982, which reported on news, events, and research at CAL and nationwide in the field of applied linguistics.



CAL American Dialect Recordings



As part of the Library of Congress American Memory series, the CAL Collection of American English Dialect Recordings has been digitized and is now accessible online. This collection of interviews and other speech recordings, primarily from dialect research and oral history projects, provides a centralized source of North American dialect samples, preserving valuable linguistic resources that might otherwise be lost.

Online Project Archives

Another focus of our efforts was the creation of web pages that provide background, information, and access to resources from selected projects. Two new online archives have been created to present information and resources from the CREDE and ERIC projects.

■ Visit www.cal.org/cal50 to learn more.



EDUCATION OF PREK-12 ENGLISH LANGUAGE LEARNERS *(Continued)*

Projects and Services Using the SIOP Model

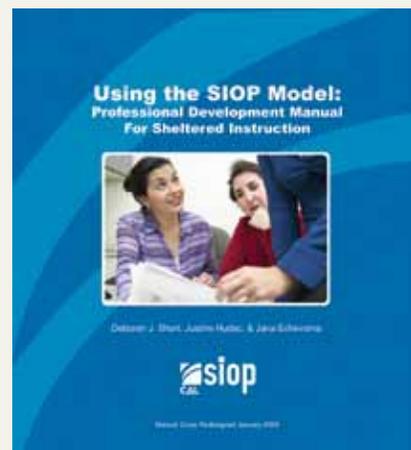
CAL SIOP is a research-based model of sheltered instruction that has proven effective with English language learners throughout the United States. The SIOP Model was developed by researchers at the Center for Applied Linguistics (Deborah J. Short) and California State University, Long Beach (Jana Echevarria and MaryEllen Vogt), under the auspices of the Center for Research on Education, Diversity & Excellence, a national research center funded by the U.S. Department of Education from 1996 through



2003. 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 on the model, CAL SIOP staff provide a range of professional services, including workshops, coaching, site visits, and other technical assistance. Our team works closely with teachers, professional developers, coaches, administrators, and paraprofessionals as they plan, implement, and support instruction using the SIOP Model. Our team also provides Two-Way SIOP professional development services that combine the SIOP Model of sheltered instruction with best practices for dual language instruction.

CAL provided SIOP professional development services to the following clients in fiscal year 2009:

- Aiken County Public Schools, SC
 - Alexandria City Public Schools, VA
 - Beaufort County School District, SC
 - Bridgeton Public Schools, NJ
 - Center City Charter Schools, Washington, DC
 - Chesterfield County Public Schools, VA
 - Danbury Public Schools, CT
 - District 79 Alternative Schools & Programs, NYC
 - Elsie Whitlow Stokes Community Freedom Public Charter School, Washington, DC
 - Fort Lee School District, NJ
 - Fresno Unified School District, CA
 - Green Bay Area Public Schools, WI
 - Heartland Area Education Agency 11, IA
 - Hunterdon County Superintendent of Schools Office, NJ
 - Illinois State University, IL
 - Kennett Middle School, Landenberg, PA
 - Loudoun County Public Schools, VA
 - Madera Unified School District, CA
 - Marysville Joint Unified School District, CA
 - Mid-State BETAC, Syracuse, NY
 - Osseo Area Schools, MN
 - Plainfield Community Consolidated School District 202, IL
 - PS 165 Robert E. Simon, NYC
 - Stafford County Public Schools, VA
 - St. Mary's County Public Schools, MD
 - UNO Charter School Network, Chicago, IL
 - Wake County Public School System, NC
 - Wooldridge Elementary School, Austin, TX
- Visit www.cal.org/siop to learn more or sign up to receive the CAL SIOP Bulletin, a periodic electronic newsletter.



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.



■ [Read the spotlight on page 5 or visit \[www.culturalorientation.net\]\(http://www.culturalorientation.net\) for more information.](#)

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 for refugee newcomers on housing, community services, transportation, health, employment, and cultural adjustment in several Asian, European, African, and Middle Eastern languages. We also produce culture profiles on the background, history, and culture of different refugee groups to help U.S. service providers understand new refugee populations.

■ [For more information, visit \[www.culturalorientation.net\]\(http://www.culturalorientation.net\).](#)

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. Refugee Backgrounders help refugee service providers and receiving communities understand the linguistic and cultural backgrounds of newly arrived refugees.

Working With Refugees—Professional Development and Technical Assistance

FUNDER: University of Texas, El Paso
June–September 2009

CAL provided professional development and technical assistance for teachers working with refugees at three sites in Texas.

MINI-SPOTLIGHT



Cultural Orientation Resource (COR) Center

In an initiative to strengthen sharing of information and expertise about the backgrounds and resettlement needs of incoming refugee groups, the COR Center has begun offering web conferences meant to foster dialogue among a wide range of service providers, both U.S.- and non-U.S. based. A recent, widely attended web conference about refugees from the Darfur region of Sudan included presentations about the history and the culture of the group, their lives in exile, and early service provider experiences with the resettlement of the group.

Using web conferencing has enabled the COR Center to increase the volume and timeliness of the exchange of information and insight among the various service providers. Overseas orientation programs benefit from immediate feedback on the areas in which arriving refugees face challenges, while domestic programs are able to learn more about the characteristics of incoming groups as they move through the initial stages of adjustment to their new communities in the United States.

Colleen Mahar-Piersma, Associate Director, COR Center

For more information, visit www.culturalorientation.net.

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 of two-way programs.



■ Visit www.cal.org/twi for more information.

CAL provided dual language services, including presentations, workshops, program evaluations, technical assistance, and professional development, to the following clients in FY09:



- Arlington Public Schools, VA
- DC Bilingual Public Charter School, Washington, DC
- Edward Bain School of Languages and Art, Kenosha, WI
- Hostos Community Bilingual Charter School, Philadelphia, PA
- North Shore School District 112, IL
- Silvermine Elementary School, Norwalk, CT
- Western Suffolk BOCES, NY

CARLA Language Resource Center—Dual Language Education Conference

FUNDER: U.S. Department of Education, via subcontract from University of Minnesota
September 2007–November 2008

CAL co-sponsored the *Immersion Education: Pathways to Bilingualism and Beyond* conference in 2008.

Enhancing Deaf Education: Language Planning and Leadership

FUNDER: Gallaudet University, Washington, DC
June–July 2009

CAL staff participated as instructors in this program, which used the Guiding Principles for Dual Language Education as a foundation.

Two-Way Immersion Outreach and Information Dissemination

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

The Illinois Resource Center provided support for CAL's nationwide two-way immersion (TWI) outreach and public relations efforts, including TWI web pages and directories, an email bulletin, and responses to questions from the public. CAL added two new resources to its two-way immersion website this year: a PowerPoint resource on language of initial literacy instruction in two-way programs and a page with links to resources for Spanish language arts standards and benchmarks. CAL's TWI website also hosts the Guiding Principles for Dual Language Education, the Directory of Two-Way Bilingual Programs in the U.S., and an updated FAQ page.

HERITAGE LANGUAGES

CAL hosts the Alliance for the Advancement of Heritage Languages in an effort to build connections and collaboration among those dedicated to language development in the United States. The Alliance is committed to building a language-proficient society in which individuals can function professionally in English and in other languages, including the languages that they speak as a result of family and community connections (heritage language speakers). The work of the Alliance is carried out through its website, electronic newsletter, email discussion group, and presentations at conferences.



■ Visit www.cal.org/heritage for more information.

Online Collection of Heritage Language Programs

CAL documents heritage language programs in community-based and K–12 settings in the United States. Visitors to the collection of online programs can search by language, program type, and state to learn about programs of interest, exchange ideas, and share resources with one another. Visitors can easily submit information about programs through a form on the Heritage Languages in America website.

Program Evaluation

FUNDER: Escuela Bolivia, Arlington, VA
November–December 2008

CAL worked with Escuela Bolivia staff to review their program and provide recommendations for program improvement.

STARTALK

CAL will develop a database of programs for heritage language speakers described elsewhere in this report.

MINI-SPOTLIGHT

New Heritage Voices Collection



A companion resource to the Online Collection of Heritage Language Program Profiles, the Heritage Voices Collection is designed to give heritage language speakers and representatives an opportunity to share their unique perspectives with visitors to the website and to build community among those interested in preserving our rich language resources.

The Heritage Voices Collection spotlights individual languages, providing background and information about the language and connections provided by a heritage language speaker. In 2009, Heritage Voices spotlighted Chinese, French, German, Hindi, Sanskrit, Tamil, Tagalog, and Yiddish.

Heritage Voices also spotlights programs that support the teaching and learning of heritage languages and cultures. Programs documented in 2009 include the Alamo Chinese Language School,

Anishinaabemdaa Heritage Language Program, Escuela Bolivia, French Heritage Language Program, German School of Connecticut, and Hindi USA.

Joy Kreeft Peyton, Director, Language and Culture Resources Division, and Vice President

Visit www.cal.org/heritage for more information.

FOREIGN LANGUAGE EDUCATION

Proficiency in languages other than English is critical in our global society. CAL's foreign language education 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.



■ For more information, visit www.cal.org/topics/fl.

Arabic K–12 Flagship Outreach

FUNDER: University of Maryland, via subcontract from The George Washington University
February–May 2009

CAL helped the University of Maryland Arabic Flagship reach out to the K–12 community by planning an all-day conference that was attended by 60 foreign language supervisors, high school counselors, K–12 teachers of Arabic, and prospective employers in the Washington area.

Development of a Salish Fluency Assessment Scale and Proficiency Assessment Tasks

FUNDER: U.S. Department of Health and Human Services, Administration for Children and Families, via subcontract from Nkwusm School, Arlee, MT
February 2009–October 2011

CAL is providing guidance and instruction on Salish fluency assessment and proficiency assessment to Nkwusm School staff and teachers over a 3-year period. The program combines online professional development with technical support and face-to-face meetings.

Marhaba! Arabic Curriculum and Materials Development

FUNDER: U.S. Department of Education, via subcontract from Boston Public Schools
September 2008–August 2011

CAL serves as an evaluator for this curriculum and materials development program.

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 curriculum and the dissemination of early foreign language resources through a website (Ñanduti) and an electronic discussion group (Ñandu).

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



www.cal.org/earlylang

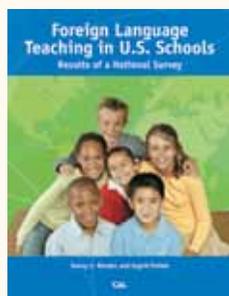
FOREIGN LANGUAGE EDUCATION *(Continued)*

National K–12 Foreign Language Survey

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

CAL replicated its 1987 and 1997 surveys of foreign language programs in elementary and secondary schools to investigate trends in enrollment, teaching methodologies, languages and programs offered, and availability of articulated sequences of classes. A report of the findings was published in November 2009, with an executive summary posted on CAL's website.

Foreign Language Teaching in U.S. Schools: Results of a National Survey



This report of the results of CAL's national foreign language survey provides detailed information on current patterns and shifts over the past 20 years in five key areas: the amount of foreign language instruction in schools, the languages and types of programs offered, curriculum and instruction, teacher certification and

professional development, and the effects of education reform on language instruction. The report contains complete survey results, along with recommendations for developing intensive, long-sequence K–12 programs designed to help students achieve high levels of language proficiency. Anyone interested in increasing language capacity in the United States will find this report useful.

■ **Read the spotlight on page 6 for more information or visit www.cal.org/flsurvey.**

Professional Development Curriculum for K-12 Arabic Teachers

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

CAL adapted and expanded the National Capital Language Resource Center's popular self-instructional materials, *The Essentials*, for Arabic language teachers.

MINI-SPOTLIGHT

Proficiency-Focused and Standards-Based Chinese Curriculum



To improve and expand the teaching of Chinese in elementary grades, CAL is developing a proficiency-focused and standards-based Chinese curriculum for

Grades K–2 using a backward design model. The project team includes CAL and Iowa State University curriculum specialists, Chinese language education specialists, and teachers from two Midwest pilot schools. Currently in year 4, the project team is focusing on fine-tuning and field-testing a detailed Grade 2 curriculum based on conceptual documents, essential questions, and enduring understandings laid out in the Grade 2 scope and sequence. Project activities also include mentoring pilot teachers in the use of classroom techniques that reflect best practices and training teachers in the administration of the Chinese *Student Oral Proficiency Assessment (SOPA)*.

Chengbin Yin, Project Coordinator, Center for Applied Linguistics

For more information, visit www.cal.org/projects/chinesek5.html.

Review of K–12 Voluntary State Curricula

FUNDER: Maryland Department of Education,
via subcontract from Westat
October 2007–February 2009

CAL assisted the Maryland State Department of Education in the review and analysis of the draft K–12 voluntary state curricula in foreign language.

Web-Based Oral Proficiency Assessment Training Course

FUNDER: U.S. Department of Education, International Research
and Studies Program
September 2009–August 2011

CAL is developing an 8-week online oral proficiency assessment training course with eight modules for K–8 Chinese teachers.

CAL Early Language Assessments SOPA • ELLOPA • COPE

CAL has a long tradition of promoting early language education programs and assessing the language proficiency of students enrolled in such programs. CAL 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 *Student Oral Proficiency Assessment (SOPA)*, the *Early Language Listening and Oral Proficiency Assessment (ELLOPA)*, and the *CAL Oral Proficiency Exam (COPE)*.

■ **For more information, visit www.cal.org/ela.**

CAL provided workshops, rating, and training services for the *SOPA*, *ELLOPA*, and *COPE* to the following clients in FY09:

- Fayette County Schools, KY
- Greenwich Public Schools, KY
- Philadelphia Public Schools, PA
- Schaumburg School District 54, IL

SOPA ONLINE TRAINING

CAL offered multiple sections of its three online training courses that teach participants how to administer and rate students' oral language using the *SOPA*. CAL can also work collaboratively with educators to customize a course to best meet their needs. CAL provided *SOPA Online Training* for individual teachers as well as for the following clients:

- Beacon Hill International School, Seattle, WA
- Bellevue School District, WA
- Cave Creek Unified School District 93, AZ
- Frankfurt International School, Germany
- PPCI Charter School, MA
- Seattle Public Schools, WA
- Sidwell Friends School, Washington, DC
- Vancouver School District, WA
- Washington International School, DC
- Washoe County School District, NV
- West Des Moines Community School District, IA
- Wilmette Public School District 39, IL
- Ying Yua Academy, MN

SOPA Administration and Report

FUNDER: Westport Public Schools, CT
February–September 2009

CAL administered the *SOPA* to 125 eighth-grade students in Westport, Connecticut, and provided a written report on the results.

SOPA Training, Administration, and Report

FUNDER: Virginia Beach Public Schools, VA
March–September 2009

CAL trained teachers to administer the *SOPA* to students in Grades 1–5, rated the *SOPAs* that were administered, and provided a report on the findings.

STARTALK Summer Program SOPA Assessment

FUNDER: Virginia Beach City School Board, VA
July–August 2009

CAL conducted a *SOPA* assessment of 45 students enrolled in a STARTALK Chinese program.

ASSESSMENT AND TESTING

Determining the extent to which individuals can use a second or foreign language is becoming increasingly important in the United States. CAL's language testing experts focus on assessing language ability in English as a second language and in foreign languages at all educational levels. In particular, CAL conducts research and development on the assessment of the academic English language proficiency of English language learners in Grades K–12 and on the role of English language ability in the assessment of academic content knowledge in science and mathematics.



■ For more information, visit www.cal.org/testing.

Defense Language Aptitude Battery (DLAB) Test Revisions and DLAB-Lite

FUNDER: Center for Advanced Study of Language, University of Maryland College Park, via subcontract to Second Language Testing, Inc. (SLTI)
January 2007–July 2009

CAL collaborated with SLTI, Inc., to develop four parallel forms of the DLAB and four parallel forms of a shorter version of the DLAB.

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 Database and K-12 Foreign Language Assessment Directory, creating a new combined resource called the Foreign Language Assessment Directory (FLAD). The FLAD is a free, searchable directory of information on nearly 200 tests in over 90 languages and is accompanied by moderated user reviews and an online testing tutorial called *Understanding Assessment: A Guide for Foreign Language Educators*.

■ For more information, visit www.cal.org/flad.

ESL Test Evaluation

FUNDER: Alexandria City Public Schools, VA
March 2009

CAL provided descriptive statistics on an ESL common assessment.

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

CAL identified and surveyed 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 efforts provided information for a searchable database and set forth a process for evaluating these projects and their long-term impact.

German SOPI Workshop

FUNDER: Duke University, North Carolina
September–October 2008

CAL provided training in the use of the *Simulated Oral Proficiency Instrument* to rate students' proficiency in German.

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 provided quantitative analyses for Hi-LAB, a new language aptitude battery 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 Council of American Overseas Research Centers (CAORC)
March 2008–November 2009

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

Multimedia Rater Training Program for Modern Standard Arabic

FUNDER: U.S. Department of Education, International Research and Studies Program, in partnership with Michigan State University; Fordson High School, Dearborn, MI; Charlestown High School, MA; and the National Capital Language Resource Center
September 2009–August 2012

The goal of this project is to enable the participating Arabic language teaching programs, and ultimately secondary and postsecondary Arabic language programs throughout the country, to support student language learning more effectively by increasing testing capability and understanding of standards-based assessment. The project will yield two products: an interactive CD-ROM program, supplemented by print materials, that will provide hands-on training in oral proficiency assessment based on the ACTFL Proficiency Guidelines—Speaking, and an online tutorial for Arabic instructors and students to introduce and explain the oral proficiency concepts of the ACTFL Proficiency Guidelines—Speaking through examples of student speech.

National Capital Language Resource Center

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.

■ **For more information, visit www.cal.org/projects/nclrc.html.**

Simulated Oral Proficiency Instrument (SOPI) Workshop

FUNDER: Pennsylvania State Modern Language Association
February–March 2009

CAL provided a three-language *SOPI* workshop in Philadelphia.

SOPI Workshop

FUNDER: University of Missouri, Kansas City
May–June 2009

CAL provided a three-language *SOPI* workshop in Kansas City, Missouri.

ASSESSMENT AND TESTING *(Continued)*

STARTALK Projects

FUNDER: U.S. Department of Defense, via subcontract from the University of Maryland, National Foreign Language Center
June 2008–December 2014



STARTALK is a project of the National Security Language Initiative, a multi-agency effort to expand foreign language education in critical languages. CAL staff serve as advisors for the implementation of the STARTALK project, providing evaluation and assessment guidance as well as providing students and teachers with summer immersion experiences, academic courses, curricula, and other resources for foreign language education in less commonly taught languages.

- **For more information, see the mini-spotlight on this page or visit www.cal.org/projects/startalk.html.**

STARTALK Assessment and Evaluation

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

The focus of this project was evaluation and assessment as well as general assistance for K–12 Arabic.

STARTALK Assessment, Evaluation, and Heritage Language

FUNDER: U.S. Department of Defense, via subcontract from the University of Maryland, National Foreign Language Center
May 2009–December 2014

CAL's work on this project focuses on three tasks:

- Providing guidance on program evaluation and general assistance with K–12 Arabic activities
- Developing a database of programs for heritage language speakers
- Providing technical assistance on the development of Novice-level assessment tasks

STARTALK Assessment Training Program

FUNDER: U.S. Department of Defense
June 2008–April 2009

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

MINI-SPOTLIGHT



STARTALK

The development of proficiency in critical languages is a federal initiative. Through the STARTALK project, hosted by the National Foreign Language Center, intensive summer programs in Arabic, Chinese, Dari, Hindi, Russian, Urdu, and Turkish are offered to K–16 students and language teachers. CAL staff participate in the STARTALK mission to expand and improve the teaching of these languages by assisting in evaluation of the summer program experience, developing a database of instructional programs for heritage language speakers, and providing guidance on the assessments to be used across languages and programs. CAL's evaluation activities include collecting feedback from STARTALK stakeholders. Because it can be difficult to measure student language gains from programs of such short duration, CAL's assessment activities have begun with examining curricula from all programs to determine current assessment practices across STARTALK programs.

Margaret E. Malone, Senior Testing Associate

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

STARTALK Nationwide Assessment System in Arabic and Mandarin Chinese (NWS)

FUNDER: U.S. Department of Defense, via subcontract from the University of Maryland, National Foreign Language Center
April 2009–November 2010

CAL is assisting with the development of a nationwide assessment system in Arabic and Mandarin Chinese to include development and implementation of a portfolio assessment study, development of a curriculum compendium, preparation of the NWS research design, and implementation of the pilot study.

STARTALK Proficiency Assessment Training Program

FUNDER: U.S. Department of Defense
June 2009–February 2010

In 2008, CAL received funding from STARTALK to develop a four-part assessment training program for teachers, with a focus on assessing students at beginning proficiency levels, Novice-Low, and Novice-Mid on the ACTFL Proficiency Guidelines-Speaking. In 2009, CAL offered this workshop again with additional development of age-appropriate components, providing access to Internet-based, and distance learning courses previously developed by CAL on oral proficiency assessment of K–8 or 9–16 learners. CAL received additional funding from STARTALK to develop an interactive, computer-based workshop designed to provide STARTALK instructors with foundational knowledge of language assessment and testing. The workshop consists of five modules.

TOEFL Users' Perceptions, Beliefs, and Attitudes Toward the TOEFL iBT as a Measure of Academic Language Ability

FUNDER: Educational Testing Service
June 2008–June 2010

The Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) presents test takers with integrated tasks that require the application of multiple skills to produce a response. These test items are intended to simulate the tasks required of students in English-medium universities. However, because the iBT has been in use for only a short time, little research has been conducted to determine whether this intention is borne out in test users' self-reported beliefs. This study addressed that gap by gathering data from university students, teachers, and administrators in the United States and abroad to elicit their beliefs about the iBT as a measure of academic language ability in different contexts.

MINI-SPOTLIGHT



ONPAR

The ONPAR project is pushing the boundaries of computer-based testing to assess students' mathematics and science content knowledge. What's innovative about the ONPAR approach is that it uses alternative item types, those other than traditional multiple-choice items, and reduces the level of English that test takers need to know. To accomplish this, ONPAR uses computer animations, graphics, and interactive features to convey what the items are about and how questions are to be answered. The goal of the project is to create tests that allow students who are still acquiring English language and literacy skills to show what they know and can do in math and science. Development of ONPAR items requires a diversity of skills: CAL's team uses its experience in linguistics, digital design, computer programming, science, mathematics, education, and psychometrics to create accessible items that address state content standards for instruction in a valid and reliable way.

Cathy Cameron, Language Testing and Measurement Specialist

For more information, visit www.onpar.us.

ASSESSMENT AND TESTING *(Continued)*

WIDA Consortium Partnership

Access for ELLs®

FUNDER: University of Wisconsin, WIDA
July 2002 and ongoing



CAL collaborates with the 22-state WIDA Consortium in its work to provide standards-based assessments for English language learners. The primary focus of CAL's work is the Consortium's assessment of English language proficiency, *ACCESS for ELLs*®. CAL's work is divided into three main areas:

- Developing new test items, field-testing the new items, and using them to refresh *ACCESS for ELLs*® every year. The test is currently taken by over 725,000 students annually.
- Conducting research on the test, exploring new initiatives for revising aspects of the testing system, and improving the delivery of test administration training.
- Providing technical and psychometric expertise to the Consortium, such as performing annual equating of test forms, analyzing field-test data, producing an annual technical report and carrying out special technical studies, such as bridge studies for new member states.

■ **For more information, visit www.cal.org/wida.**

ONPAR Math

FUNDER: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the University of 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 No Child Left Behind 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.

■ **For more information, visit www.onpar.us.**

ONPAR Science

FUNDER: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the Rhode Island Department of Education
April 2007–March 2009

CAL developed and pilot-tested a science test for beginning English language learners in Grades 4 and 8 that addresses an integrated set of state science standards and can be used for state accountability purposes to meet the requirements of No Child Left Behind. The computer-based 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 assignments.

■ **For more information, visit www.onpar.us.**

The Magic Project

FUNDER: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the University of Wisconsin-Milwaukee
September 2008–June 2010

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

WIDA MODEL™

FUNDER: University of Wisconsin, WIDA
July 2008–June 2011

CAL is developing and will deliver a valid and reliable, on-demand, teacher-administered and scored assessment of English language proficiency aligned with the WIDA English Language Proficiency Standards and modeled after the Consortium's *ACCESS for ELLs*® assessment. Known as *WIDA MODEL*™, the test is designed to be used by states within the WIDA Consortium as well as by interested schools and districts outside the Consortium to assess the English language proficiency of English language learners for initial identification and for accurate placement into one of the five proficiency levels defined in the WIDA standards.

■ **For more information, visit www.cal.org/wida.**

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.

- Visit www.cal.org/topics/id for more information.



Improved Quality and Access to Basic Education—Ghana

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

CAL completed ESL pupil books and contributed to teachers guides for using the books in selected primary schools, where children are learning to read in a Ghanaian language.

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

Literacy Support Initiative for Ghana

FUNDER: U.S. Agency for International Development, via subcontract from the Education Development Center
September 2007–June 2010

In connection with supporting Ghana's new early grades biliteracy program, CAL developed training materials and helped train a national resource team, master trainers of primary school teachers, and peer trainers for the nation's college of education instructors.

National Literacy Acceleration Programme (NALAP) Baseline Assessment

FUNDER: U.S. Agency for International Development, via subcontract from the Education Development Center
February–April 2009

The objective of this project was to develop reading assessment instruments in two Ghanaian languages utilized in primary schools: Kasem and Nzema. These assessments round out a set of Ghanaian language reading assessments previously developed at CAL.

Saudi Aramco English Language Training Program Evaluation

FUNDER: Aramco Services Company
July 2008–May 2009

CAL designed and conducted an independent evaluation of the English Language Training Program in Saudi Aramco's Training and Career Development Organization. The evaluation looked at all aspects of the program in order to determine to what degree it is meeting its goals and in what areas changes or improvements might be warranted.

Center for Applied Linguistics
Statement of Financial Position (UNAUDITED)
For the Years Ended September 30, 2009 and 2008

	2009	2008
Assets		
Current Assets		
Accounts Receivable	\$ 3,604,343	\$ 4,207,781
Prepaid Expenses	60,669	85,310
Total Current Assets	<u>3,665,012</u>	<u>4,293,091</u>
Investments	2,190,311	2,173,507
Inventory	172,080	182,564
Property and Equipment (Net of Accumulated Depreciation)	836,627	523,782
Other Assets		
Deposits	50,065	47,000
Total Other Assets	<u>50,065</u>	<u>47,000</u>
Total Assets	<u>\$ 6,914,095</u>	<u>\$ 7,219,944</u>
Liabilities and Net Assets		
Current Liabilities		
Disbursements in Excess of Cash	\$ 19,249	\$ 423,889
Accounts Payable	902,985	1,480,576
Accrued Salaries and Wages	634,454	563,818
Note Payable	15,867	78,036
Line of Credit	250,000	-0-
Refundable Advances	233,787	181,051
Total Current Liabilities	<u>2,056,342</u>	<u>2,727,370</u>
Deferred Rent	546,408	-0-
Total Liabilities	<u>2,602,750</u>	<u>2,727,370</u>
Net Assets		
Unrestricted	4,211,345	4,392,574
Permanently Restricted	100,000	100,000
Total Net Assets	<u>4,311,345</u>	<u>4,492,574</u>
Total Liabilities and Net Assets	<u>\$ 6,914,095</u>	<u>\$ 7,219,944</u>

Center for Applied Linguistics
Statement of Activities and Changes in Net Assets (UNAUDITED)
For the Years Ended September 30, 2009 and 2008

	2009	2008
Unrestricted Net Assets		
Support and Revenues		
Contracts and Grants Revenue	\$ 13,192,576	\$ 12,759,447
Product Revenue	1,516,615	1,663,269
Services Revenue	193,100	132,531
Other Revenue	169,005	192,932
Total Support and Revenues	\$ 15,071,296	\$ 14,748,179
Expenses		
Program Services		
Contracts and Grants Activities	\$ 9,446,055	\$ 9,222,618
Consulting Fees and Workshops	1,651,278	1,097,617
Testing Activities	593,815	609,551
Publication Costs	370,719	347,484
Total Program Services	12,061,867	11,277,270
Supporting Services		
General and Administrative	\$ 3,212,818	\$ 3,264,305
Increase in Unrestricted Net Assets Before Investment Activity	(203,389)	206,604
Net Investment Gain	22,160	(183,513)
Increase In Unrestricted Net Assets	(181,229)	23,091
Net Assets at the Beginning of Year	4,392,574	4,369,483
Net Assets at End of Year	\$ 4,211,345	\$ 4,392,574

2009 TUCKER FELLOWS

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. Visit the About CAL section of our website for more information. The pool of applicants for the 2009 Tucker Fellowship was exceptionally strong. As a result, CAL awarded two Tucker Fellowships.

Jonathan Rosa



Jonathan Rosa is a doctoral candidate in the Department of Anthropology at the University of Chicago. He completed his CAL residency in August 2009. While at CAL, he continued work on his dissertation, *Spanglish-Only: Language Ideologies*

and the Fashioning of EthnoRacial Differences in a U.S. High School, which analyzes the ways in which at-risk Mexican and Puerto Rican students in a segregated Chicago public high school become and unbecome Latino/a. Jonathan also assisted in the development of a database of resources for the study of Hispanicized English (sometimes called *Spanglish*) and the language practices and experiences of U.S. Latinas/os.

Sabina Rak Neugebauer



Sabina Rak Neugebauer is a doctoral candidate in human development and education at the Harvard Graduate School of Education. She completed her CAL residency in September and October 2009. During her residency, she continued her research on literacy motivation for

language minority students, looking at the proximal and distal factors that influence student literacy performance. She also contributed to current CAL research projects that are examining appropriate and effective pedagogy for English language learners.

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 us 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 website to learn more about presentations by CAL staff at conferences and where CAL will be exhibiting.

■ For more information, visit www.cal.org/conferences.



2009 CAL STAFF & ASSOCIATES

President's Office

Donna Christian
President
Olesya Warner

Communications

Susan Gilson
Director

Ryan Atkins
Sophia Birdas
Angela Ugoji

Development

Deborah Kennedy
Director

Finance

Anna Paige
Director

Lolita Hewett-King
Ellen Klene
Melanie Richards
Dan Singh
Kala Threatt

Human Resources and Facilities

Yvette Washington Buck
Director

Vernon Davis
Curtis Lynch
Saundra Palmer
Phyllis Pointer-Tate

IT Services

Sabrina Parker
Manager

Sean Murdock
Huy Nguyen

Product and Service Lines

Frank Finamore
Director

Lisa Biggs
Casey O'Hara
Cameron Williams
Laurel Winston

Foreign Language Education

Nancy Rhodes
Director

Guadalupe Hernández-Silva
Ingrid Pufahl
Lynn Thompson
Chengbin Yin

Language and Culture Resources

Joy Kreeft Peyton
Director

Sanja Bebic
Julia Bozzolo
Miriam Burt
Mary Jane Canale
Amber Gallup
Daniel Lieberson

Jacqueline López
Colleen Mahar-Piersma
Sharon McKay
Craig Packard
Marilyn Raphael
Jeanne Rennie
Inge Siggelkow
Betty Ansin Smallwood
Lisa Tabaku
Michelle Ueland
Bryan Woerner
Andy Woo
Sarah Young

Language Education and Academic Development

Carolyn Temple Adger
Director

Igone Arteagoitia
Lauren Artzi
Aileen Bach
Anne Donovan
Annie Duguay
Jennifer Letcher Gray
Sandra Gutiérrez
Jennifer Himmel
Genesis Ingersoll
Natalia Jacobsen
Deborah Kennedy
Jeanne Kramer
Lindsey Massoud
Julie Mazrum
Sarah Moore
Arieh Sherris
Julie Sugarman
Leonida Vizcarra
Annette Zehler

Language in Society

Carolyn Temple Adger
Director

Language Testing

Dorry Kenyon
Director

Basra Abdillahi-Chire
Lanna Ali-Hassan
Jim Bauman
Jennifer Boryk
Catherine Cameron
Marcos Carvahlo
Elizabeth Castillo
Jennifer Christenson
Abby Davis
Francesca Di Silvio
Lakisha Dockett
Dana Estey
Emily Evans
Carolyn Fidelman
Dawn Flanagan
David Gabel
Stephanie Gibson
Daniel Ginsberg
Jessica Hoover
Dora Johnson
Michele Kawood
Mohammed Louguit

David MacGregor
Margaret Malone
Stephanie Marcuccio
Sarika Mehta
Katharine Merow
Rafael Michelena
Megan Montee
Jorge Murillo
Jessica Nelson
Victoria Nier
Jason Parent
Thelxiopi Proimaki
Katherine Riestenberg
Jeong Ran Ryu
Jumana Salem
R. Alexander Simmons
Abbe Spokane
Anna Todorova
Kathryn Wolf
Laura Wright
Tiffany Yanosky
Catherine Rodgers Yost

Charles Ferguson Fellow

Rod Ellis

G. R. Tucker Fellows

Sabina Rak Neugebauer
Jonathan Rosa

Visiting Scholars

Lucia Fernandez Amaya
Ezzeddine Saidi

Consultants

Dani Abrams
Diane August
Shirley Atakpa
Beverly Boyson
Grace Burkart
Sally Byrd
Margarita Calderón
Nancy Clair
Cate Coburn
Clay DeCell
Maria Derrick-Mescua
Cheryl Dressler
Amy Fitch
Elizabeth Howard
Joe Hushek
Anne Katz
Dorothy Kauffman
Michelle Lombard
Marian Markin-Yankah
Patricia Martinez
Christopher Montone
Emma Muñoz
Linda New Levine
Judith O'Loughlin
Carolyn Patton
Hong-Quang Pho
Nam Pho
Jennifer Powell
Donald Ranard
Marcia Rosenbusch
Cheryl Serrano
Cindy Shermeyer
Deborah Short
Zola Short
Holly Stein

Dennis Terdy
Shuhan Wang
Wei-ling Wu
Yesim Yilmazel-Sahin

Interns

Yen-Tzu Chang
Fang Cheng
Kathryn Cobb
Heather Corbin
Aimee Herring
Xiaomin Huang
Alexandra Israel
Ming Li
Thomas Morie
Reese Neader
Ching Ni Hsieh
Min Pan
Hannah Pick
Sharon Scoble
Simon Thacker
Julia Von Holt
Luyun Zhang

2009 CAL Board of Trustees

Walt Wolfram, Chair
North Carolina State University

Judith Liskin-Gasparro
Vice Chair

University of Iowa

Robert Altman
International Assessment Associates

Lyle F. Bachman
University of California, Los Angeles

Donna Christian
Center for Applied Linguistics

Mohamed Maamouri
University of Pennsylvania

Reynaldo F. Macías
University of California, Los Angeles

Sonia Nieto
University of Massachusetts (Retired)

Humphrey Tonkin
University of Hartford

A. Fay Vaughn-Cooke
Florida A&M University

Saundra K. Young
MarketingWorks, Inc.

2009 CAL Officers

Donna Christian
President

Joy Kreeft Peyton
Vice President

Yvette Washington Buck
Secretary

Anna Paige
Treasurer

Legal Counsel

Adam Chud
Goodwin Procter, LLP



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 website 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

CENTER FOR APPLIED LINGUISTICS

4646 40th Street NW
Washington, DC 20016-1859

Telephone: 202-362-0700

Fax: 202-362-3740

Email: info@cal.org

www.cal.org

PROOF SHEET



JOB NO: _____ DATE: _____

CUSTOMER: _____

CONTACT: _____

CSR*: _____ TEL: _____

2818 FALLFAX DRIVE
FALLS CHURCH, VIRGINIA 22042
TEL 703 289 9100
FAX 703 207 0486

*Contact your Customer Service Representative (CSR) for a pickup as soon as you have reviewed the proof in order to expedite job delivery.

PROOFING INSTRUCTIONS

Corrections/revisions should be **MARKED IN RED**, and when possible, **marked on the margin** of the proof. **ALL questions/requests** should be **noted in writing** to help ensure that misunderstandings and/or mistakes do not occur.

SEE CHECK BOXES BELOW. Please print out this proof sheet and check either "OK as is", "OK with changes", or "Another Proof Requested" as the case may be. **CIRCLE** the current proof cycle number, then **SIGN** your name including the **DATE**. **Once completed, please FAX this proof sheet to the number listed above.**

Your signature constitutes the **TOTAL** and **FINAL APPROVAL** to print your job "as it appears" on the proof. We make every attempt to eliminate mistakes in our pre-press preparation. Sometimes, however, there are oversights. **You have the FINAL RESPONSIBILITY for review to ensure there are no errors.** Any errors or oversights will be printed as is. In other words, what you see on the proof is what you get when your job is printed. Oversights are costly to fix after the fact when your job is printed. Please be **careful** and **thorough** in your review and approval. **NOTE:** A Blueline proof should accurately represent color breaks, position, pagination, final trim size, folding and registration. **Please check all of these aspects on your blueline before signing your approval. Thank you.**

JOB SPECIFICATIONS

The following specifications have been recorded in accordance with your printing job as of the Final Blueline Proof. **Please check for accuracy.**

QTY: _____

DESCRIPTION: _____

INK: TXT: _____

COV: _____

STOCK: TXT: _____

COV: _____

BINDERY: _____

PDF FILE COLOR LASER B&W LASER HP-INDIGO COLOR EPSON COLOR OTHER

APPROVAL STATUS

IMPORTANT: Check the appropriate boxes below. PLEASE RETURN ALL ORIGINAL ART WITH THE PROOF – We must have the Artwork and the Proof to complete your job.

PROOF CYCLE	OK AS IS	OK w/CHANGES	ANOTHER PROOF REQUESTED	SIGNATURE <small>(connotes understanding of these review guidelines)</small>	DATE
<input checked="" type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

COMMENTS

