

2012 ANNUAL REPORT



Improving Communication Through Better Understanding of Language and Culture



CAL's Mission

The Center for Applied Linguistics carries out a wide range of activities to accomplish its mission of improving communication through better understanding of language and culture.

The Center for Applied Linguistics

- Conducts research on issues related to language and culture
- Promotes and improves the teaching and learning of languages
- Identifies and solves problems related to language and culture
- Serves as a resource for information about language and culture

Visit www.cal.org to learn more about our research, program work, assessments, professional development and technical assistance services, products and publications, and free online resources.

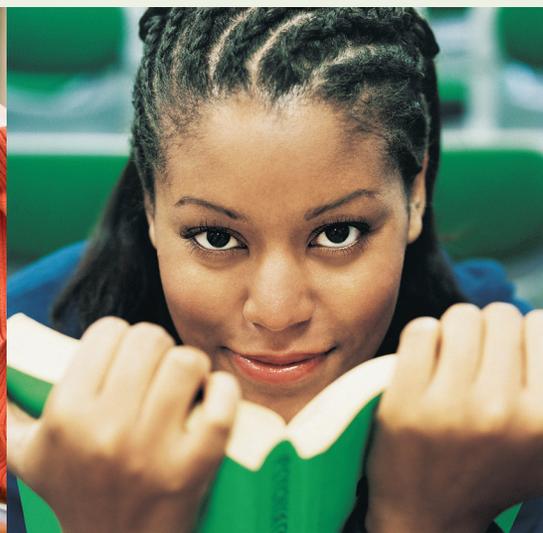
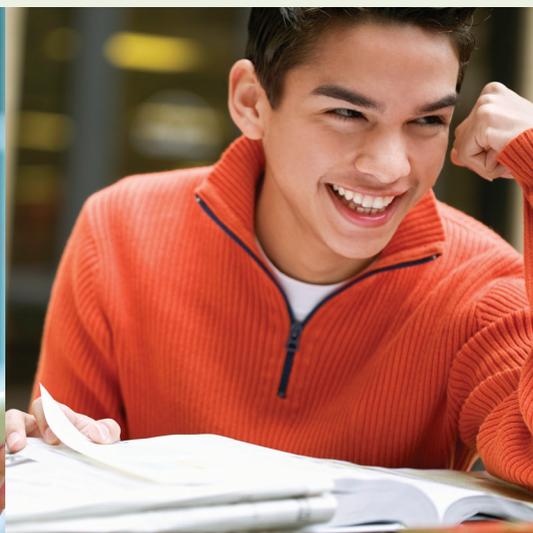


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President's Message



Consistent with the vision of its founder, Charles Ferguson, CAL continually renews its commitment to the mission of the organization by making significant contributions to the broad field of applied linguistics.

This commitment is reflected in the work we do that positively affects the lives and educational opportunities of those who are learning English as a second language, including immigrants, refugees, and indigenous peoples, and in our support for and promotion of foreign language learning and multilingual, multicultural education for U.S. and international populations.

CAL's mission has never been more important and relevant. We have a vital strategic role to play in strengthening the quality of the teaching and learning of languages, creating access and equity for underserved groups in our diverse world, providing continued leadership in translating theory to practice to improve education, and strengthening programs developed to meet the fast pace of changing demands in our global society. CAL believes that valuing language and cultural diversity as assets is central to meeting these demands. Through our research and resources, we seek to build on CAL's legacy to continue to address critical issues around the world involving language and culture.

The current highly competitive economic environment continues to present challenges, both nationally and internationally. CAL has not been immune from the slowdown in the overall economy. As the recession has continued, many federal programs have received cuts in

funding and states have less discretionary money. Despite these challenges, we have redoubled our efforts to pursue new contract activities and seek new partnerships with organizations that have similar or complementary missions. CAL is currently evaluating expanded business models, sources of funding, new partnerships, and effective ways to consolidate our expertise and services to open potential revenue streams. Building on research, learning, and knowledge from CAL's long history, we are taking a fresh look at the significant issues of language and culture that both unite and divide our world, and we are developing new methodologies for sharing our voice.

CAL's success in serving its important mission is possible only through the ongoing commitment of our dedicated staff, experienced board of trustees, and valued funders and partners. Our engagement with the board is a key element as CAL assesses new directions for fulfilling its mission more than 54 years after its founding. Looking ahead, CAL will continue to play a key role in addressing complex cultural and linguistic issues by developing practical applications connected to our research and by providing resources that are reliable, relevant, and readily available. We are committed to building on our rich legacy to improve lives by helping people of all ages acquire the language mastery that will open doors to greater opportunity, and by promoting positive responses to linguistic and cultural diversity. We look forward to working with you on the journey ahead.

Best regards,

Terrence G. Wiley, Ph.D.
President and Chief Executive Officer

2012 Year at a Glance

This report provides a snapshot of our work in key topic areas and represents only a small portion of the breadth and depth of the work completed by our dedicated staff, consultants, and partners during 2012. We also invite you to browse our website for access to information and resources from our work.

CONNECTING RESEARCH AND PRACTICE

In 2012, CAL completed the seventh and final year of the National Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE). CAL conducted research and managed dissemination for CREATE and continues to make an archive version of the CREATE project website available to provide practitioners with research-based information to guide their instructional practice with English learners.

LEARN MORE www.cal.org/create

IMPROVING STUDENT ACHIEVEMENT THROUGH ASSESSMENT

CAL collaborates with the World-Class Instructional Design and Assessment (WIDA) Consortium in its work to provide standards-based assessments for English language learners. CAL will develop, pilot, field-test, and finalize English language proficiency assessments that use technology for more authentic language assessment tasks. CAL is also working with the WIDA Consortium on a project to create Spanish language development standards for Grades K–12, along with assessments based on those standards for Grades K–2.

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BOOSTING THE ACADEMIC ACHIEVEMENT OF ENGLISH LANGUAGE LEARNERS

Supported by ongoing research and drawing on years of experience in the classroom, CAL continues to provide educators with a variety of effective strategies and tools to help English language learners succeed in school. In addition to expanding our offering of professional development institutes, we are developing a suite of online services.

LEARN MORE www.cal.org/solutions and www.cal.org/siop

ADVANCING THE EDUCATION AND ACHIEVEMENT OF ADULTS LEARNING ENGLISH

CAL has a long history of collaboration with federal agencies, states, and local agencies to advance the achievement of adults learning English. The English for Heritage Language Speakers program, managed by CAL, provides native speakers of critical languages the opportunity to raise their English proficiency level to qualify for positions in the federal government. CAL also provides professional development services grounded in research to help adult educators engage their students and support them in achieving their goals for higher education or career success. In addition, CAL works with agencies providing adult services to help them provide key life skills information online for adults with limited literacy.

LEARN MORE www.cal.org/adult

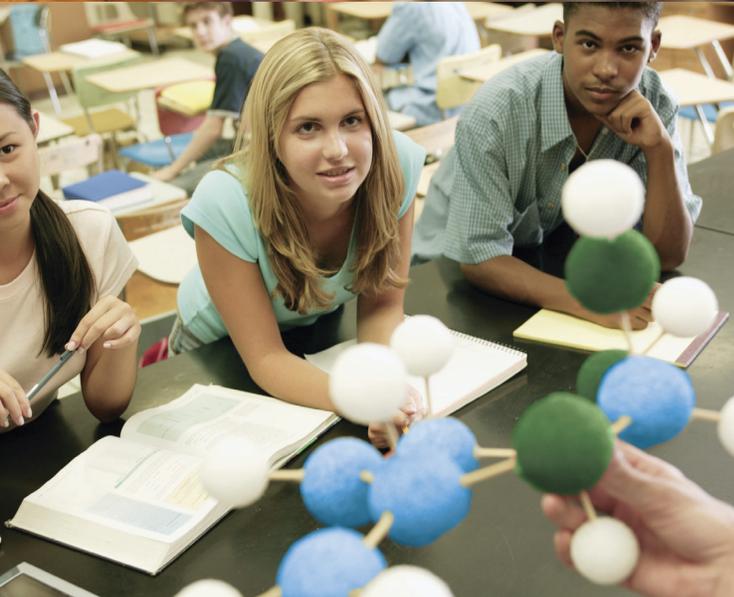




PROMOTING THE POWER OF LANGUAGE IN A GLOBAL SOCIETY

CAL focuses on issues affecting language learners at all levels of instruction: preK–12, higher education, and adult education. CAL is committed to supporting language learning and cultural understanding across the United States and around the world, as can be seen in our work with STARTALK to improve the teaching of critical languages, our support of multilingual programs for young language learners, our study on optimizing language learning during study abroad, and our development of a suite of resources for Modern Standard Arabic.

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ENGAGING IN INTERNATIONAL PROJECTS

CAL has worked with governments and private entities in the Arabian peninsula for many years, evaluating existing programs and practices, guiding the design of new ones, and providing professional development tailored to the specific instructional contexts and needs of our clients.

CREATING CONNECTIONS BETWEEN NEWCOMERS AND THEIR NEW COMMUNITIES

CAL has been a leader for decades in helping newcomers understand fundamental aspects of life in the United States and helping service providers and other interested parties understand the rich cultures and linguistic heritages of the new members of their communities. As comprehensive immigration reform is elevated to a prominent role in our national discourse, CAL has a key role to play in helping newcomers succeed: by providing cultural orientation resources for refugees overseas and post-arrival, conducting research on effective strategies for working with newcomer students, and delivering professional development workshops for educators striving to increase student understanding of and appreciation for other cultures and beliefs.

LEARN MORE www.cal.org/rii



CONDUCTING LANGUAGE POLICY ANALYSIS

CAL is committed to making significant contributions to inform language planning and policy decisions in the United States and around the world. CAL hosts the Language Policy Research Network (LPREN), an international network of researchers, scholars, and stakeholders in the field of educational language policy.

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Partnering for Success

Collaborative strategic partnerships have long been a cornerstone of CAL's activities. Whether conducting research, carrying out programs and projects, developing instructional materials and assessments, or disseminating information, CAL increases the effectiveness and reach of its activities through partnerships with a wide range of exceptional organizations. In the competitive global arena, collaborations with organizations that share our vision have never been more important to the advancement of CAL's mission. Through active collaboration, CAL achieves much more than it could accomplish acting alone.



Our annual report, along with information available on our website, highlights many of these successful partnerships and collaborative activities.

A number of CAL's research projects depend on successful collaborations. For the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) project, led by the University of Houston, CAL joined other project partners to investigate whether a school-wide intervention at the middle school level would yield improved outcomes for English language learners in content area knowledge and academic language development. In the Vocabulary Instruction and Assessment in Spanish Speakers (VIAS) project, CAL worked with researchers at Boston College, Harvard University, the University of Connecticut, and the University of Houston to study the role of vocabulary knowledge in the development of literacy skills in children from Spanish-speaking homes.

CAL's project and program work likewise builds on partnerships with organizations that share CAL's goals. CAL's work with the National Foreign Language Center

includes evaluation and teacher professional development for the STARTALK project, a concentrated effort to expand foreign language education in critical languages. In collaboration with Georgetown University, CAL conducts the English for Heritage Language Speakers program, which enables heritage language speakers to improve both their English language proficiency and their professional skills. CAL is proud to continue its long collaboration with the WIDA Consortium to provide standards-based assessment for English language learners. We also work directly with states, school districts, and schools across the country to provide quality professional development and technical assistance.

CAL's collaborative approach is a valuable tool for expanding the scope and reach of CAL's work.

CAL has close ties with a variety of associations around the country and the globe to further its mission, and CAL staff continue to work closely with the Joint National Committee on Languages to add CAL's voice to the national debate on language policy.

CAL's collaborative approach is a valuable tool for expanding the scope and reach of CAL's work, allowing staff to contribute core competencies and depth of knowledge while benefiting from the skills and expertise of partners. We look forward to working closely with our current and new partners and collaborators in the years to come.

M. Beatriz Arias, Ph.D., Associate Vice President and Director of Development

English Language Learners – PreK-12



According to the 2010 U.S. Census, 20% of the U.S. population over the age of 5 (over 55 million people) speaks a language other than English at home. As the number of English language learners continues to grow, educators are seeking effective programs and instructional strategies to serve them. For decades, the Center for Applied Linguistics has been conducting research and developing effective resources for educators working with English language learners. The following pages highlight research, assessment, and professional development activities to demonstrate CAL's capability and commitment to this important part of our mission.

LEARN MORE www.cal.org/topics/ell

Focus on Research

RESEARCH ON EDUCATING ENGLISH LEARNERS

Research is a critical element in making progress in educational policy, instructional practice, and teacher development. CAL's long history of involvement in research includes a strong focus on the instruction of English language learners, a key concern at the intersection of language and education. From initiatives like the Center for Language Education and Research in 1986 through our latest research projects outlined below, CAL works with partners and funders to pursue important lines of research designed to improve the education of language learners and inform teacher practice.

LEARN MORE www.cal.org/research

CAL has a long history of conducting research designed to improve the education of language learners and inform teacher practice.

NATIONAL CENTER FOR RESEARCH ON THE EDUCATIONAL ACHIEVEMENT AND TEACHING OF ENGLISH LANGUAGE LEARNERS



To address the challenges of educating English language learners in the middle grades, the National Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) conducted a national program of research from 2005 through 2012 with funding from the U.S. Department of Education's Institute of Education Sciences. The core research focused on interventions designed to enhance students' language and literacy skills while developing their grade-level skills across the content areas. In CREATE, CAL worked with the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; California State University, Long Beach; Harvard Graduate School of Education; University of California, Berkeley; and The University of Texas at Austin, Meadows Center for the Prevention of Educational Risk.

In the CREATE research, CAL collaborated in the development of a whole-school approach to the instruction of middle school students that serves the needs of English learners. This approach incorporated a consistent set of principles and effective strategies designed to yield improved outcomes for English learners in content area knowledge and academic language development. In 2012, CREATE's seventh and final year, work focused on dissemination of results to increase the impact of the research and provide practitioners with information that can guide their instructional practice with English learners. One product is a set of CREATE Briefs in which the researchers discuss how their work can be applied in schools and classrooms. CAL will continue to make these resources available through an archived website for the CREATE project.

VOCABULARY INSTRUCTION AND ASSESSMENT FOR SPANISH SPEAKERS (VIAS)



In 2012, with support from the Eunice Kennedy Shriver National Institute of Child Health and Human

Development and the Institute of Education Sciences, CAL entered the final data analysis and reporting phases of work on a multiyear program of research focused on improving vocabulary knowledge for Spanish speakers acquiring English. The program included a set of research studies involving researchers from CAL, Boston College, Harvard University, the University of Connecticut, and the University of Houston, as well as a research core team that supported the studies through the development of assessments and other tools for data collection and analysis. VIAS extended the team's work on a prior research program, in which vocabulary knowledge was identified as a key issue in the development of literacy in this population.

The VIAS program of research charted developmental trajectories in acquiring English literacy, examined home-based and school-based interventions to promote vocabulary development, and developed assessments of vocabulary knowledge for children from Spanish-speaking homes. CAL continues to make information for both VIAS and the prior research program available through its website.

REGIONAL EDUCATIONAL LABORATORY – APPALACHIA

As a partner in this project, CAL conducted research on issues related to English learners in the four states served by the Regional Educational Laboratory – Appalachia: Kentucky, Tennessee, Virginia, and West Virginia. Funded by the U.S. Department of Education, Institute of Education Sciences, via subcontract from CNA Corporation, CAL developed reports and technical assistance focused on issues related to capacity building in districts with emerging English learner populations, especially rural and small districts, and on the use of technology-based resources for the instruction of English learners.





Assessment of English Language Learners

IMPROVING STUDENT ACHIEVEMENT THROUGH ASSESSMENT

Assessment is a critical element in language education. Well-crafted assessments provide valid, reliable, and relevant information about student progress. Assessment data can be used to inform program evaluation and instructional design to better meet the needs of language learners and the educators who serve them. The assessment of English language learners in elementary and secondary schools in this country remains a critical need, and the multi-state WIDA Consortium has assumed a major role in meeting that need. For over a decade, CAL has worked collaboratively with WIDA to produce exceptional assessments of English language proficiency for national and international use.

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In October 2011, the U.S. Department of Education awarded a grant to the Wisconsin Department of Public Instruction, working with WIDA, CAL, and other partners, to develop the next generation of English language proficiency assessments. The Assessment Services Supporting ELs through Technology Systems (ASSETS) project is an initial step in the development of next generation assessments of English language proficiency.

CAL serves as the primary assessment arm to develop, pilot-test, field-test, and finalize innovative computer-delivered English language proficiency assessments that are compatible with content-driven state standards and the Common Core State Standards.

The primary components of the assessment system to be developed under the ASSETS grant are the ACCESS 2.0 summative test and the ACCESS 2.0 Screener for Grades 1–12. The ASSETS project affords CAL the opportunity to refine the theoretical definition of academic English language and carefully document how this definition is operationalized on assessments. CAL has already produced an assessment framework and a test and item design plan for ACCESS 2.0 and the ACCESS 2.0 Screener, and work has begun on a series of academic papers. ACCESS 2.0 and the ACCESS 2.0 Screener will differ from their immediate predecessors in several ways. The key academic language functions of arguing, explaining, recounting, and discussing will be systematically sampled across domains, standards, and grade-level clusters. A semi-adaptive test design will allow the tests to be more tailored to examinees' academic English language proficiency. The redesign of the speaking subtest is informed by CAL's extensive experience developing technology-based speaking assessments such as the Simulated Oral Proficiency Instrument (SOPI) and the Computerized Oral Proficiency Instrument (COPI).

In addition to ongoing collaboration with the WIDA Consortium, the development of these computerized assessments involves collaboration and coordination with several partners specified in the ASSETS grant proposal: WestEd for compliance to current standards in computer-based testing; Data Recognition Corporation for platform delivery; Metritech, Inc., for scoring of writing and speaking; the University of California, Los Angeles, for research on language learning progressions; and of course the Wisconsin Department of Public Instruction, which is the award grantee and coordinator of the 30 states involved in the ASSETS project consortium.

Dorry Kenyon, Ph.D., *Vice President for Programs and Director, CAL/WIDA Partnership Activities*



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DEVELOPING SPANISH LANGUAGE STANDARDS AND ASSESSMENTS: PRUEBA ÓPTIMA DEL DESARROLLO DEL ESPAÑOL REALIZADO (PODER™)



The past decade has seen the development of a new generation of tests for English learners in Grades K–12 that focus on proficiency in academic English. These tests were developed in response to the No Child Left Behind Act and

have been informed by research underlining the importance of proficiency in academic language for English learners' success in content area classes. These tests provide important information about learners' progress in acquiring academic English and the extent to which the learners need additional English language support. However, because such tests do not provide information on students' academic language proficiency in languages other than English, they do not shed light on their progress as dynamic bilinguals: that is, as speakers who draw on linguistic resources from two or more languages.

Information [on students' academic language proficiency in a language other than English] would be very useful for educators, because research indicates that proficiency in one language, especially in literacy skills, can transfer to a second language.

This information would be very useful for educators, because research indicates that proficiency in one language, especially in literacy skills, can transfer to a second language. Knowledge of a student's full linguistic profile can help inform instruction. In schools where content instruction is provided in a language other than English, information on students' proficiency in that language allows their progress in that language to be measured and documented. Currently,

however, there is no nationally recognized, standards-based assessment available to measure students' progress in academic language in a language other than English.

To help address this gap, CAL is working with the WIDA Consortium to develop Spanish language development standards for Grades K–12, along with assessments based on those standards for Grades K–2. The Spanish Academic Language Standards and Assessment (SALSA) project is funded by an Enhanced Assessment Grant from the U.S. Department of Education awarded to the Illinois State Board of Education. Drawing on more than 10 years of experience in developing and disseminating its English language development standards, WIDA has defined standards for Spanish language development in five areas: social instructional language, the language of language arts, the language of math, the language of science, and the language of social studies. In addition to these five standards, WIDA's Spanish language development standards define five levels of proficiency in terms of linguistic complexity (at the discourse level), forms and conventions (at the sentence level), and vocabulary usage.

Using these standards as a foundation, CAL is developing the Prueba Óptima del Desarrollo del Español Realizado (PODER) for Grades K–2. PODER will be an off-the-shelf, semi-adaptive test of academic Spanish language proficiency that uses computer technology to streamline administration, scoring, and score reporting. PODER can be used annually to measure the academic Spanish language proficiency of Spanish-speaking English learners and other learners, regardless of first language, enrolled in programs that provide at least some content area instruction in Spanish. CAL is also developing a shorter version of PODER, the Pruebita Útil y Eficaz del Desarrollo Español (PUEDE), as an initial measure of a student's academic Spanish language proficiency at the beginning of the school year.

The kindergarten forms of PODER and PUEDE will become operational in August 2013; the forms for Grades 1 and 2 are scheduled to become operational in August 2014. Additional funding is being sought to develop PODER and PUEDE for Grades 3–12.

David MacGregor, Ph.D., *Director, First Language Academic Language Testing*

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English Language Learners – PreK-12 *(continued)*



Professional Development

BOOSTING THE ACADEMIC ACHIEVEMENT OF ENGLISH LANGUAGE LEARNERS

As the number of English language learners in U.S. schools continues to grow, educators are seeking effective program models and instructional strategies to serve them. CAL has a long history of providing high-quality professional development services for educators working with English language learners in preK–12 settings. Supported by ongoing research and drawing on years of experience in the classroom, CAL continues to provide teachers with a variety of effective strategies and tools they can use to help English language learners succeed in school. Our professional development services and materials incorporate a wide range of research-based methods and techniques. CAL is committed to working in partnership with the community of educators to develop flexible and effective solutions to meet the needs of English language learners in their schools.

During the summer of 2012, CAL consolidated its professional development activities under one umbrella, creating the CAL PreK–12 ELL Professional Development team. This enhancement facilitates the sharing of best practices and the development of customized solutions for professional development for teachers of English learners.

Sheltered instruction, with a particular concentration on the SIOP Model, is a focus of many of CAL’s professional development services. These services are anchored in research on effective instruction for English learners and focused on making connections with the new Common Core State Standards. A new training of trainers manual, *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*, was launched in January 2012, and a

DVD showing three complete SIOP lessons in authentic classroom settings was completed several months later.

CAL also continues to offer its popular workshops and institutes featuring *What’s Different About Teaching Reading to Students Learning English?* Other important topics are addressed in our new professional development series, *Hot Topics in ELL Education*, and include oral language and vocabulary development, academic language and literacy (for both English and Spanish classroom settings), and strategies specifically for science and math instruction. New areas of emphasis include professional development that will assist educators throughout the country in building and sustaining effective dual-language programs and resources that help promote understanding of diverse cultures in the classroom.

Developing new methodologies for delivery of professional development is a key focus for the organization. We are expanding the CAL Institutes held in Washington, DC, and regionally on a variety of important topics for educators working with English language learners. CAL has also begun the development of a suite of online services, beginning with a 10-module online SIOP professional development course used in our blended service delivery.

Lisa Tabaku, Director, PreK-12 ELL Professional Development

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TEACHING ACADEMIC CONTENT THROUGH SHELTERED INSTRUCTION

Educators are seeking research-based instructional models to serve the growing population of students who are learning English as a second language. Many instructional approaches are based on the belief that access to academic content by English language learners can be enhanced by integrating language and content instruction. CAL works to promote students' acquisition of content knowledge and language and literacy skills by helping teachers develop instructional practices that facilitate learning for English language learners. Sheltered instruction is one effective approach to teaching grade-level content. Teachers adjust their instructional practices and adapt academic content materials to the students' level of English proficiency. Sheltered instruction techniques are woven into many of CAL's professional development services and materials and are a cornerstone of our work with the SIOP Model.

In FY12, CAL SIOP staff and consultants delivered a wide range of SIOP Model professional development services to introduce teachers and administrators to the SIOP Model, provide teachers with job-embedded support as they deepen their understanding of how to design and deliver lessons that integrate content and language instruction, and help coaches and professional developers monitor and assist with implementation at the classroom level. The two vignettes below illustrate CAL's work with two school districts implementing the SIOP Model.

Jennifer Himmel, Associate Director, PreK–12 ELL Professional Development, and Manager, CAL SIOP

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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 (CREDE), a national research center funded by the U.S. Department of Education from 1996 through 2003.

CASE STUDIES: CAL SIOP in Action

Red Clay Consolidated School District, Wilmington, Delaware

In the summer of 2012, the CAL SIOP team delivered a comprehensive SIOP professional development program for two elementary schools in the Red Clay School District. Marbrook Elementary, with an English learner population of over 50%, offers English language development services via a bilingual education program for students at WIDA proficiency level one or two and via push-in/pull-out ESL instruction for students at level three and above. William C. Lewis Elementary offers services through a 50/50 English–Spanish dual language program for their English learner population of over 65%.

The program for Red Clay began with a half-day SIOP for Administrators workshop designed to introduce the fundamentals of second language acquisition and the SIOP/Two-Way SIOP Models to administrators throughout the district and in the central office. This workshop also highlighted ways that administrators can support teachers as they begin to implement the SIOP Model in their classrooms.

Teachers and administrators at both schools then attended a 5-day workshop: Introducing Teachers to the SIOP/Two-Way SIOP Model. Teachers received instruction on second language learning, planned SIOP-based lessons and activities in grade-level teams, and received feedback from facilitators and

peers. Participants also explored enhancements made to the SIOP Model for two-way immersion programs.

CAL conducted teacher observations during follow-up site visits to monitor SIOP implementation and inform subsequent professional development. Professional learning community discussions around the observational data helped teachers better incorporate features of the SIOP Model into their lesson planning. Next, a 2-day SIOP Review and Renew workshop will deepen participants' knowledge through activities focused on essential features of the SIOP Model. Workshop content will be informed by teacher input, with a portion of each workshop dedicated to lesson design activities to allow teachers to practice and apply new learning. The workshops will conclude with presentations of lessons by participants and a materials and ideas exchange.

Charlotte–Mecklenburg Schools, North Carolina

In the spring of 2012, the CAL SIOP team provided professional development to coaches and curriculum writers at Charlotte–Mecklenburg Schools with the aim of helping them use the SIOP Model lesson design and delivery system to incorporate best literacy practices for English learners into their work in light of North Carolina's adoption of the Common Core State Standards (CCSS). The 4-day Supporting and Aligning Academic Literacy Through the SIOP Model workshop series helped participants become familiar with the SIOP

Model and provided them with opportunities to reflect on and incorporate sheltered instruction principles into the teacher support services they provide. The workshops included activities such as demonstration and explanation, analysis of video teaching sequences, small group learning tasks, and development of academic literacy alignment plans during collaborative work sessions.

The CAL SIOP facilitator demonstrated SIOP techniques that can help educators respond to the increased academic literacy demands outlined in the CCSS. These techniques include using language objectives to make the language demands of the standards explicit to language learners, implementing a robust vocabulary development program where teachers emphasize and teach not just content-specific words but also general academic terms, creating opportunities for meaningful interaction among students to practice the academic language embedded in the standards, and designing higher order thinking tasks and questions with appropriate language scaffolds for English learners at varying levels of English proficiency.

Jennifer Himmel, Associate Director, PreK–12 ELL Professional Development, and Manager, CAL SIOP.

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Adult English Language Education



CAL has a long history of providing evidence-based resources for the education of adult nonnative English speakers, focusing on development of the language and cultural skills required for success in careers, continuing education, and the community. CAL's expertise in adult second language acquisition, instructional design, teaching methodology, and assessment supports projects in program design, management, and evaluation; language needs assessment; teacher professional development; materials development; organizational capacity building for organizations; and language proficiency assessment. CAL's work spans all proficiency levels, from ESL in adult basic education through English for business and professional purposes.

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DEVELOPING BUSINESS AND PROFESSIONAL ENGLISH: THE ENGLISH FOR HERITAGE LANGUAGE SPEAKERS PROGRAM



Enabling native speakers of critical languages to raise their English proficiency to a professional level that qualifies them for positions in the federal government is the goal of the English for Heritage Language Speakers (EHLS) program. CAL developed this effective program and has managed its implementation since 2006. The EHLS program provides six months of intensive face-to-face instruction followed by two months of part-time online work.



The intensive portion consists of four courses: Professional Oral Communication, Reading and Writing for Professionals, News Analysis, and Career Skills. Instruction is provided at

Georgetown University. Each participant also completes a capstone research project on a topic relevant to national security. Topics are provided by federal agencies, which also provide mentors who guide the EHLS participants' research. Research project outcomes are presented by participants in a formal symposium at the end of the program, as well as in written briefing papers. Topics for 2012 included Chinese Public Relations in Zambia, Utilization of Social Media by Somali Citizens and the Diaspora, Transnational Laws in the Maghreb and the Sahel Regions, and Iran's National Internet.

Enabling native speakers of critical languages to raise their English proficiency to a professional level that qualifies them for positions in the federal government is the goal of the English for Heritage Language Speakers (EHLS) program.

English language proficiency is assessed in relation to the Interagency Language Roundtable (ILR) scales. Participants are tested at entry and exit in four modalities: listening, speaking, reading, and writing. The assessments provide scores on a scale from 0 (*Memorized Proficiency*) to 3 (*General Professional Proficiency*). The National Security Education Program, which funds the program, has indicated the following benchmarks for the exit testing: 50% of exit test scores at ILR level 3, 75% at ILR level 2+ or higher, and 100% at ILR level 2 or higher. In 2012, the program exceeded these benchmarks, with 58.3% of scores at ILR level 3, 81.7% at ILR level 2+ or higher, and 100% at ILR level 2 or higher.

For the 2012 program year, EHLS recruited native speakers of Arabic, Balochi, Dari, Hausa, Hindi, Igbo, Mandarin Chinese, Pashto, Persian Farsi, Punjabi, Somali, Swahili, Turkish, and Urdu. From 2006 through 2012, the EHLS program graduated a total of 212 participants: 79 Arabic speakers, 13 Dari speakers, 3 Hausa speakers, 1 Hindi speaker, 7 Igbo speakers, 4 Indonesian speakers, 54 Mandarin and 2 Cantonese speakers, 2 Pashto speakers, 17 Persian Farsi speakers, 11 Russian speakers, 2 Somali speakers, 8 Swahili speakers, 1 Turkish speaker, and 8 Urdu speakers. Program graduates are currently working in a number of federal agencies.

Deborah Kennedy, Associate Vice President, Adult English Language Education

LEARN MORE www.cal.org/ehls

CAL professional development for teachers of adults focuses on establishing clear language learning and content learning objectives and on designing instruction with those objectives in mind, using a learner-centered model of instruction.

LEARNER-CENTERED PROFESSIONAL DEVELOPMENT FOR EDUCATORS OF ADULTS



Nearly half of the two million immigrants who enter the United States each year have limited access to postsecondary education, job training, and jobs due to low

literacy levels, limited formal schooling, and limited English proficiency. It is critically important to expand the scope of opportunities offered to adults learning English so they are prepared with the language and knowledge they need to be successful, whether their goals include acquiring the skills needed to enter, stay, and thrive in the workplace or to pursue further education.

A key aspect of CAL's work in adult English language education is the professional development services that it provides for educators working in adult basic education and English as a second language contexts. CAL provides professional development that is grounded in recent research, that addresses topics of current concern and interest, and that enables teachers and administrators to understand and apply teaching methods that engage adult students by responding to their needs and supporting them in achieving their goals. CAL professional development for teachers of adults focuses on establishing clear language learning and content learning objectives and on designing instruction with those objectives in mind, using a learner-centered model of instruction.

CAL provides professional development for teachers of adults in state and regional adult education agencies, individual institutions, and community-based organizations. Many of our professional development activities involve extended projects with a series of workshops and one-on-one follow-up with participants via email and telephone after the original training.

During 2012, CAL also provided subject matter expertise for the moderation of the electronic discussion list on adult English language learners as part of the Literacy Information and Communication System maintained by the U.S. Department of Education, Office of Vocational and Adult Education. Through this discussion list, educators who are working with adult learners share ideas, best practices, and resources for effective teaching with one another and with the field as a whole.

Miriam Burt, Manager, Adult English Language Education

Adult English Language Education *(continued)*

COLLABORATING TO PROVIDE KEY LIFE SKILLS INFORMATION TO ADULTS WITH LIMITED LITERACY



Adults with low or limited literacy need information about a variety of fiscal issues, including how to manage their finances and prevent fraud. CAL partnered with the Bureau of Consumer Protection at the Federal Trade Commission (FTC-BCP) to support the development of *consumer.gov*, a website that provides key information on fraud prevention and management of personal finances in language that is accessible to readers with limited literacy in English. CAL staff developed and provided training for FTC-BCP personnel in the essentials of accessible language. Participants in the training received guidelines on writing for readers with limited literacy, used the guidelines to evaluate several existing websites that described themselves as easy to use, and then developed initial content and materials for the FTC site. Participants also received ongoing mentoring from CAL via telephone and email as they continued their work.

CAL provided training in the essentials of accessible language to support the development of a website that provides key information on fraud prevention and management of personal finances.

The website contains three major sections:

- Managing Your Money
- Credit, Loans, and Debt
- Scams and Identity Theft

Within each major section, content is presented topically. In the Scams and Identity Theft section, for example, topics include Avoiding Identity Theft, Job Scams, and Money Wiring Scams. For each topic, content is structured into three web pages: What It Is, What To Know, and What To Do. This keeps site navigation simple and consistent throughout the site. On each page, users also have the option to print the page or listen to it read aloud in English.

The language used on the site is structured in simple sentences, with bulleted lists used as appropriate to keep the lines of text short. This approach makes the site approachable for both native speakers of English who have low levels of literacy and nonnative speakers whose literacy in their first language may be at any level, but who have limited exposure to English.

CAL also advised FTC-BCP staff on the development of a Spanish version of the site (*consumidor.gov*) based on the English one, helping staff determine when to translate the English version and when to write material in Spanish from the start. The websites were officially launched on October 4, 2012, at a formal event attended by representatives of several FTC bureaus and divisions, representatives of the Consumer Financial Protection Bureau, and leaders in the fields of adult education and financial literacy. CAL and the FTC-BCP will continue to work together in 2013 to develop additional content for the site.

Deborah Kennedy, Associate Vice President, Adult English Language Education

LEARN MORE www.cal.org/adult

World Languages



Proficiency in more than one language is critical in our global society. CAL believes that language proficiency is a valuable skill to be cultivated and nurtured.

CAL's world language education experts focus on issues affecting language learners at all levels of instruction—(preK–12, higher education, and adult education). We are committed to supporting language learning and cultural understanding across the United States and around the world.

The capacity of the United States to maintain national security, promote international cooperation, compete effectively in a global economy, and enhance domestic well-being depends on our citizens' ability to communicate effectively in other languages and across cultures. CAL staff conduct research and develop practical solutions to support successful language programs that begin in the early grades and continue through a sustained program of language instruction for all students. Speaking more than one language can open doors to opportunities that can enrich students' academic and life experiences.

CAL also continues to expand its international focus, working with partners around the world to improve the learning of English as a foreign language and expand educational opportunity in linguistically diverse societies.

STARTALK IMPROVING THE TEACHING OF CRITICAL LANGUAGES



STARTALK began as a presidential initiative designed to teach languages deemed critical to U.S. national security interests to students at all levels (K–16) while simultaneously developing a corps of trained, native-speaker instructors by offering summer programs to students and instructors of these languages. Through the STARTALK project, hosted by the National Foreign Language Center, intensive summer programs are offered to K–16 students and instructors of Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu.



CAL staff support and promote the STARTALK mission to expand and improve the teaching of critical languages. Over the years, CAL has built on its understanding of STARTALK's goals, parameters, challenges, and mission by assisting in evaluation of the summer program, 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 include determining current assessment practices across STARTALK programs.

CAL also developed an assessment training program to help teachers, teacher trainers, and program directors learn about and plan for assessment in their STARTALK summer programs, with particular attention to assessing language growth in short-term programs for students at beginning proficiency levels: Novice and Intermediate according to the ACTFL Proficiency Guidelines–Speaking.

Margaret Malone, Ph.D., Associate Vice President, World Languages and International Programs

LEARN MORE www.cal.org/startalk



Building Strong Multilingual Programs for Young Language Learners: Program Evaluation

Drawing on decades of research connected to practice in language education, CAL offers services to schools, districts, and other institutions that are planning or implementing programs for elementary school language learners. Our services are rooted in research-based approaches and tools and are tailored to meet the client's needs. Frequently our projects combine professional development, technical assistance, assessment, and evaluation activities. Program evaluation has long been recognized as an effective tool to determine whether programs are achieving their stated goals and desired outcomes. Whether on a small or large scale, external evaluations play an important role in strengthening programs serving language learners by documenting outcomes and making recommendations for program implementation.

Program evaluation has long been recognized as an effective tool to determine whether programs are achieving their stated goals and desired outcomes.

HERITAGE LANGUAGE PROGRAMS: MINNEAPOLIS PUBLIC SCHOOLS

CAL worked with Minneapolis Public Schools in Minnesota to conduct an evaluation of their newly developed elementary school heritage language and culture program in Spanish, Somali, and Hmong. The district's mission for world languages is "to prepare all students to be multilingual, culturally competent, respectful, and responsible citizens of an interconnected, more peaceful world." The district is redefining what language programs, including heritage language programs, will be offered to achieve this mission.

These particular language programs are designed for students who come from families where Spanish, Somali, or Hmong is spoken. CAL's evaluation focused on the curriculum and materials, instructional methodology, incorporation of culture, and amount of time for instruction in these programs in an effort to align the programs with best practices of standards-based and proficiency-based heritage language and culture instruction for children. The major part of the evaluation was a qualitative process review of the implementation of the program in four schools. Data collection included interviews with administrators, teachers, and parents; classroom observations; and document review.

As part of its evaluation, CAL observed a dedicated group of administrators, teachers, and parents who were extremely supportive of defining and setting proficiency goals in an effort to fine-tune and expand the district's heritage language and culture program. The following program strengths were identified: administrators, teachers, and parents are dedicated and engaged; teachers have strong language and cultural skills; there is strong community support for the program; and culture is often incorporated effectively into instruction.

CAL recommended the following next steps for the district and participating schools:

- Set program goals that are well understood by all stakeholders.
- Use only the target language for instruction, whether teaching the language component or the cultural component.

- Set language proficiency goals aligned with a Grade K–8 articulated program.
- Integrate more content and culture objectives into the curriculum and instruction.
- Increase opportunities for students to interact with native speakers of the language and with each other.
- Increase the time allotted for language instruction, so that programs align with best practices of proficiency-based language and culture instruction for children.
- Involve certified teachers who are native or near-native speakers of the language to teach the heritage language and culture classes. If there is a shortage of certified teachers, explore the option of involving paraprofessionals who are native or near-native speakers of the language and who are interested in pursuing certification.
- Provide a comprehensive professional development plan that addresses the needs of current teachers and of prospective teachers on the path to certification.

Minneapolis Public Schools has done an admirable job of helping promote bilingualism among its heritage language students by offering heritage language and culture classes in a variety of schools. It is clear that teachers highly respect the language and culture that the students bring to school and are dedicated to helping the students develop their home language and cultural knowledge to the highest possible levels. With this strong foundation, along with challenging language proficiency goals and strong professional development, the heritage language program can be expected to expand and show marked progress in developing a rich content-based thematic curriculum aligned with language proficiency benchmarks. It is anticipated that the program will show measurable success in increasing student proficiency levels and district-wide collaboration and can serve as a national model for heritage language teaching in urban school districts.

SPANISH ELEMENTARY SCHOOL PROGRAM: WINNETKA PUBLIC SCHOOLS

Winnetka Public Schools District 36 in Illinois has included Spanish in the elementary school curriculum since 1996. In order to determine the program's success in meeting its goals, the district hired CAL to conduct an external evaluation that would provide independent quality assurance of the Spanish program's current design and make recommendations for enhancing program implementation to help students achieve higher levels of language proficiency.

CAL's evaluation addressed these questions:

- What are the strengths and potential areas for improvement of program design and implementation?
- What resources or programmatic changes could contribute to success in increasing alignment of the program with best practices in program design, curriculum, instruction, and assessment?
- How can the district best move from a FLEX program model to a FLES model? What curriculum design would best support functional language proficiency? What professional development would be appropriate to support the shift?

Data were collected and analyzed from teacher and administrator interviews, classroom observations, parent surveys and focus groups, and language proficiency test results. The following program strengths were identified: engaged teachers, principals, staff, superintendent, and parents; strong language teaching staff; strong community support; strong language interaction in the classrooms; excellent use of technology in some classes; good incorporation of cultural components in some classes; useful teacher-developed websites; and a well-organized district-wide program restructuring plan.

The following recommendations were designed to build on the successes of the current program:

- Set challenging and realistic goals for increased language instructional time in Grades 1-8.
- Make goals of the language program well known to all involved, including the language teachers, other teachers, administrators, and especially parents.
- Develop a content-based thematic curriculum for the entire program, incorporating grade-level academic content objectives into every grade's language curriculum.

World Languages *(continued)*

- Provide opportunities for ongoing professional development for all world language teachers.
- Increase the visibility of the program and the languages and cultures involved across the district, so that the program is viewed by all as a core component of the curriculum.
- Incorporate ongoing assessment into instruction.
- Offer monthly collaborative meetings for the world language teachers to work on curriculum development, share and refine curriculum ideas and lesson plans, and discuss progress in meeting program goals.

Spanish oral proficiency results from a small sample of students on the Student Oral Proficiency Assessment (SOPA) suggest that students made substantial progress between Grades 4 and 8 (see Figure 1 below). On a scale of 1 to 6, the students made gains of more than one sublevel in speaking, from between Jr. Novice-Low and Jr. Novice-Mid (1.84) to above Jr. Novice High (3.17). In listening comprehension, they made even greater gains, from above Jr. Novice-Mid (2.16) to Jr. Intermediate-Low (4.0). Little progress was made between Grades 4 and 6, perhaps due to the exploratory design of the program and less frequent instruction in Grades 5 and 6. The results show that progress accelerated between Grades 6 and 8, probably due to more frequent and intense instruction in Grades 7 and 8. When the results of eighth graders in Winnetka

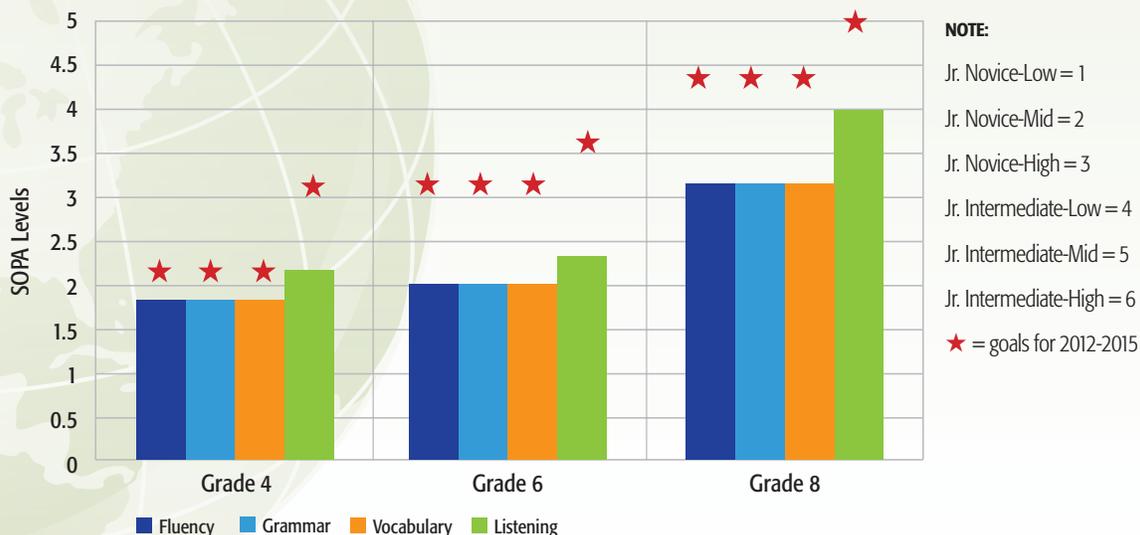
were compared with those of eighth graders in a similar school setting, Winnetka results were one sublevel lower. Because the comparison group received more intensive language instruction than did the students in Winnetka, it is anticipated that the proposed changes in the Winnetka Spanish program, including increased instructional time, will result in students attaining higher proficiency levels.

CAL recommended that Winnetka Public Schools implement the recommendations above and aim for an eighth-grade proficiency level by 2015 of Jr. Intermediate-Low for oral fluency, grammar, and vocabulary, and Jr. Intermediate-Mid for listening comprehension. CAL also recommended that students' language proficiency be assessed in Grades 4, 6, and 8 for the next two years to monitor their proficiency levels as they progress through the enhanced language program. With a strong language program foundation to work from, and incredibly supportive administration, staff, and teachers, it is anticipated that the program will expand and show marked progress in developing a rich content-based curriculum, achieve measurable success in increased student proficiency levels, and increase district-wide collaboration.

Nancy Rhodes, Director, Foreign Language Education, World Languages and International Programs

LEARN MORE www.cal.org/fl

Figure 1. Language Proficiency of Students (2012)
Student Oral Proficiency Assessment



PROMOTING LANGUAGE LEARNING DURING STUDY ABROAD



In 2010, CAL was awarded a three-year grant from the U.S. Department of Education's International Research and Studies Program for the study Promoting Oral Proficiency Gain in Study Abroad Homestay Placements. The study was designed to provide study abroad programs, students, host families, and American institutions of higher education with information on how to optimize the language learning benefits of the homestay setting. It addresses a call in the literature to investigate means to promote student engagement with authentic target language, particularly with host families, during study abroad.

CAL conducted research to provide study abroad programs, students, host families, and American institutions of higher education with information on how to optimize the language learning benefits of the homestay setting.

In the study, host families of students participating in semester-long Spanish, Chinese, and Russian language programs are trained in strategies to increase meaningful conversational exchange with students (n=30 per target language). Oral proficiency gains of the experimental group students are then compared with gains of students in the same programs whose host families did not receive the training (n=20 per target language).

The study uses a pretest posttest design to collect multiple points of data from participants – using Simulated Oral Proficiency Interviews (SOPIs), recordings of natural conversations in the home, and surveys from both students and hosts.

The second year of the study, in FY12, saw a focus on data collection over three academic semesters. During this period, data collection was completed as planned in Chile and Peru, continued in China, and began in Russia. In February 2012, the project coordinator traveled to Saint Petersburg, Russia, to meet with study abroad program staff and participating students and families, review data collection and host family training protocols, and oversee initial SOPI administration. This visit, as with previous visits to the Spanish and Chinese programs, resulted in a level of in-person connection and oversight that greatly facilitated subsequent data collection and communications.

Also in FY12, project staff presented on the study methodology and preliminary results at conferences hosted by the American Council on the Teaching of Foreign Languages and the National Council of Less Commonly Taught Languages, and they planned for dissemination of results through presentations and publications in FY13.

The final year of the study will focus on analysis of the wealth of data collected from 150 students and 90 host families in four countries. Initial analyses of open-ended survey responses indicate that student beliefs about how hosts could help them learn more of the target language align well with the study design, and that host families found the training to be beneficial and would welcome more of such training.

Francesca Di Silvio, Research Associate, World Languages and International Programs

World Languages *(continued)*

DEVELOPING RESOURCES FOR MODERN STANDARD ARABIC



Since the 1980s, CAL has developed and provided professional development on rating oral proficiency. In the 2000s, the live

workshop training model evolved into a computerized format with the creation of the Multimedia Rater Training Program (MRTP) in French, German, and Spanish. The MRTP allows instructors and administrators to learn to rate student responses to the Computerized Oral Proficiency Instrument.

In 2009, a three-year grant from the Department of Education's International Research and Studies Program allowed for the development of an MRTP for Modern Standard Arabic—the MRTP–MSA. A tutorial to help learners self-assess, improve, and understand their oral proficiency was developed as a companion piece.

The demand for proficient speakers of languages like Arabic has outpaced the supply of trained instructors of these languages. This has created an urgent need for innovative professional development resources and self-access platforms to make language testing and teaching resources accessible to diverse populations.

To understand the needs of the target audience for these resources, focus groups were conducted with learners and instructors of Arabic at both the university and high school levels. Researchers asked these stakeholders about their experiences with oral proficiency assessment and the types

of resources they would want to increase their knowledge. The focus groups provided a basis for the development of resources that would be relevant and useful to their intended audiences.

The MRTP–MSA guides users through an overview of the basics of oral proficiency assessment and the ACTFL Proficiency Guidelines before providing the opportunity to listen to and practice rating nearly 200 pre-rated oral proficiency task responses. These task responses were collected from Arabic learners of all levels and represent authentic performances from the kinds of examinees that raters will encounter in real life. In response to the specific needs of Arabic instructors, information is provided to address the challenges of assessing oral proficiency in a language with many different varieties.

The MRTP–MSA provides an important model for the delivery of professional development to instructors of less commonly taught languages. In recent years, the demand for proficient speakers of languages like Arabic has outpaced the supply of trained instructors of these languages. As a result, the teaching role has often been filled with instructors who have minimal training, creating a need for innovative professional development resources for in-service instructors. Self-access platforms like the MRTP–MSA help to make training in language testing and teaching accessible to a diverse population with limited time and financial resources for professional development.

As part of the MRTP–MSA project, an online tutorial, Arabic Oral Proficiency: A Guide for Students, was also developed. This free resource offers information about oral proficiency assessment and the ACTFL Proficiency Guidelines to learners of Arabic and provides tools for them to self-assess their proficiency and to understand what their oral proficiency ratings mean. To contextualize students' understanding of their oral proficiency ratings, the tutorial includes audio testimonials from Arabic learners who had their oral proficiency assessed before and after sojourns in Arabic-speaking countries. These learners from the target audience for the tutorial discuss their interactions with native speakers and how they felt about their ability to communicate relative to oral proficiency ratings.

Anne Donovan, *Project Coordinator, World Languages and International Programs*

LEARN MORE www.cal.org/mrtp and www.cal.org/aop

Bilingual and Dual Language Education



Proficiency in more than one language is a valuable skill to be cultivated and nurtured in our schools and communities for both native speakers of English and native speakers of other languages.

Bilingual education is an umbrella term for many types of programs in which two languages are used for instruction. Dual language education is an effective approach to developing language proficiency and literacy in English and a partner language. Two-way immersion, one type of dual language education, integrates native English speakers and native speakers of another language for academic content instruction through both English and the partner language beginning in elementary schools.

Two-way immersion programs promote bilingualism and biliteracy, grade-level academic achievement, and cross-cultural competence in all students. Students maintain their native language while adding another language, and they develop pride in their own culture while developing an understanding of others.

CAL has conducted research on the implementation and effects of this approach and offers a variety of resources including professional development, technical assistance, publications, and free online resources.

LEARN MORE www.cal.org/dual

Heritage and Community Language Education



More than 300 languages other than English are spoken in the United States, a combination of indigenous languages (e.g., Apache, Choctaw, Navajo) and languages that were brought to North America from other countries (e.g., Arabic, Chinese, French, German, Russian, Spanish). Nearly one in five U.S. residents speaks a language other than English at home.

These languages, and the individuals who speak them, represent a rich and complex mosaic of languages, cultures, and opportunities for cross-cultural and transnational understanding.

Through the Alliance for the Advancement of Heritage Languages, CAL has worked with partner organizations to document and support the development of languages other than English that are spoken in the United States, often referred to as heritage languages. The Alliance identifies programs for heritage language speakers in community-based and K–12 education settings and makes information about these programs widely available.

CAL is continuing to build on its work to support heritage and community languages. Watch our website for updates.

LEARN MORE www.cal.org/heritage

Refugee and Immigrant Integration

CAL has a long history of working on issues related to newcomers to the United States and developing resources that benefit immigrants and refugees, service providers, and receiving communities. Given opportunity, newcomers become significant contributors to our society, sharing linguistic and cultural assets that make our communities stronger, as well as innovative ideas, entrepreneurial skills, and drive. CAL has a key role to play as comprehensive U.S. immigration reform is elevated to a prominent role in our national discourse. Outlining meaningful reform around which a national consensus can be built will require input from organizations like CAL that have decades of experience with refugee and immigrant integration-related issues and newcomer populations.



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.

CAL also has a long history of conducting research and developing strategies for success for immigrants across a wide range of ages and language proficiency levels. Building on this legacy, several of CAL's projects and resources are designed to support the implementation of programs for immigrant students, including newcomers.

LEARN MORE www.cal.org/rii

RESOURCES FOR NEWCOMERS

Multiculturalism in the Classroom

CAL has designed a professional development workshop, *Multiculturalism in the Classroom*, specifically for teachers who have newcomers, immigrants, and refugees in their classrooms. This workshop provides hands-on guidance on the use of the refugee family and youth videos *A New Day* and *Be Who You Are* and the companion facilitator's guide, *Connecting Diverse Cultures*. Attendees learn to use the practical and effective activity plans to help increase student understanding of and appreciation for other cultures and beliefs. Developed for maximum flexibility, the guide is designed for use in K–12 classrooms, adult education settings, training of trainers, and by anyone seeking to promote tolerance, diversity, and cultural connections.

LEARN MORE www.cal.org/rii

Helping Newcomer Students Succeed in Secondary Schools and Beyond

Students from non-English-speaking backgrounds are the fastest growing segment of the K–12 student population in the United States. These newcomer students are particularly vulnerable when they enter U.S. schools at the secondary school level. This report, based on a three-year national research study, was written for educators and policy makers to focus attention on newcomer English language learners in the middle and high school grades and to communicate promising practices for meeting their educational and social needs.

LEARN MORE www.cal.org/newcomer

REFUGEE ORIENTATION OBJECTIVES AND INDICATORS PROJECT: FOCUS ON ORIENTATION CONTENT, DESIGN, AND DELIVERY

CAL's Refugee and Immigrant Integration program activities in FY12 largely focused on two technical assistance projects housed under the Cultural Orientation Resource (COR) Center umbrella. Funding was provided by the U.S. Department of State (for both domestic and international work) and by the U.S. Department of Health and Human Services (for domestic work only).

Tasks for these projects included work on overseas and post-arrival orientation for refugees resettling in the United States; development of multimedia resources for newcomers, their service providers, and receiving communities at large; training of trainers; the development of curriculum materials and orientation delivery resources; webinar and conference presentations for service providers and receiving community members; skills development workshops; and collection and dissemination of promising practices.



Funding for these projects allowed the COR Center to complete phase I of the multiyear Refugee Orientation Objectives and Indicators project, working in partnership

with the U.S. Department of State—Bureau of Population, Refugees, and Migration; the U.S. Department of Health and Human Services, Office of Refugee Resettlement; overseas orientation providers; national resettlement agencies; and others to determine what the objectives of refugee orientation should be, how their achievement can be assessed, and what resources can best support effective orientation design and delivery. Having completed the overseas orientation aspect of this project, the COR Center turned its attention to the content and delivery of domestic orientation, including the development of a comprehensive curriculum for U.S.-based refugee orientation.

CAL weaves together a complementary array of resources that address the myriad orientation needs of newcomers and their receiving communities.

The COR Center also issued new editions of the *Welcome to the United States* guidebook and DVDs, the foundational materials for overseas cultural orientation. Updated to reflect the concerns of currently arriving refugee groups, the guidebook has also been modified to include student workbook features, enabling refugees to engage with the material directly. The new edition of the video focuses on conveying key messages through relevant testimonials and visuals.

Another initiative was the expansion and enhancement of the COR Center website as a one-stop shop for information and multimedia resources on orientation and refugee groups. The new website was launched in October 2012 and enables CAL to feature a vast array of resources in a more attractive, user-friendly, and easily updated way. Recent additions to the website include a Refugee Groups section containing resource packages of information on selected refugee groups, such as Bhutanese, Burmese, Congolese, Iraqis, seniors, and youth; and a Refugee Videos section with group-specific videos of interviews with resettled refugees about their resettlement experiences and challenges.

Sanja Todoric-Bebic, Director, Refugee and Immigrant Integration; Colleen Mahar-Piersma, Associate Director

LEARN MORE www.culturalorientation.net

Language Policy

Language policy and planning decisions are made around the globe every day, both formally by governments and informally by scholars and community leaders. These decisions influence the right to use and maintain languages, affect language status, and determine which languages are nurtured. Language policy and planning decisions have a significant impact on language vitality and, ultimately, on the rights of the individual.



CAL is committed to making significant contributions to the dialogue and debate about language planning and policy with the goal of expanding language choices and widening the context within which language policy decisions are made.

Within the context of the various factors that impact language planning and policy, including both explicit and implicit political, economic, and social agendas, CAL believes that language diversity should be seen as an asset, not a problem. In particular, CAL is focusing on language in education planning as a means of promoting language acquisition and achieving greater equity of access to resources.

LEARN MORE www.cal.org

LANGUAGE POLICY RESEARCH NETWORK (LPReN)

The Center for Applied Linguistics manages the Language Policy Research Network (LPReN), an international network of researchers, scholars, and stakeholders in the field of educational language policy, originally launched by the International Association of Applied Linguistics Research Networks Committee in 2006. LPReN's advisory committee consists of internationally recognized scholars and experts in the field of educational language policy, planning, management, and politics, with members representing 13 countries and 5 continents.

LPReN organizes and sponsors colloquia at conferences; convenes meetings and planning sessions of members and prospective members at conferences and other events; and shares resources, announcements, and other opportunities via the LPReN email list, which currently has more than 500 members from around the globe.

In November 2011, LPReN staff participated in the Third International Conference on Language, Education and Diversity at the University of Auckland, New Zealand. This international conference focused specifically on the impact of increased cultural and linguistic diversity, at both the national and supranational levels, and its consequences for the theory, policy, and practice of language education. In August 2012, LPReN hosted a four-part thematic session over three days at the 19th Sociolinguistics Symposium in Berlin, Germany. The over-arching thematic session, Language in Multilingual Cities, included presentations by 29 international scholars representing 17 countries. This thematic session was divided into four subthemes: Globalization and Language in the Multilingual City (Chair, David Block), Language Policy in the Multilingual City (Chair, Bernard Spolsky), Immigration and Education in the Multilingual City (Chair, Terrence Wiley), and Linguistic Landscape and Identity in the Multilingual City (Chair, Elana Shohamy).

LPRen hosted a colloquium at the American Association for Applied Linguistics (AAAL) Conference in Dallas, Texas, in March 2013. Chaired by Sarah Moore with Terrence Wiley as discussant, Language Politics in Global Perspective: International, National, and Local Policies in Practice featured four papers that brought together diverse perspectives on language policy from around the world. The LPRen advisory committee also convened at the AAAL Conference.

In June 2013, Terrence Wiley chaired a panel at the Language and Super-diversity Conference at the University of Jyväskylä, Finland. The panel—Super-diversity in the Multilingual United States: How Super? How New?— featured four papers presented by CAL LPRen staff.

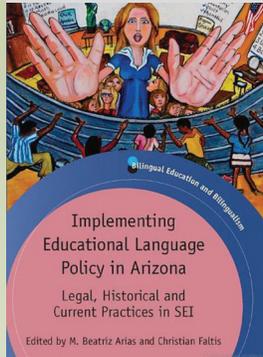
CAL is also proud to sponsor the Multidisciplinary Approaches in Language Policy and Planning Conference, an international conference focusing on language policy and planning, to be held in September 2013 at the University of Calgary, Alberta, Canada.

Terrence Wiley, Ph.D., *President*; **Sarah Moore, Ph.D.,** *Research Associate*; **Molly Fee,** *Research Assistant*

LEARN MORE www.cal.org/lpren



Implementing Educational Language Policy in Arizona: Legal, Historical and Current Practices in SEI



In this volume edited by M. Beatriz Arias and Christian Faltis, researchers and scholars present their latest findings and concerns regarding the impact of Arizona's restrictive language policy on critical areas for English learners and diverse students, with an emphasis on how the policy influences teacher preparation and classroom practice.

Published by Multilingual Matters, the book focuses on the decade-long implementation of Structured English Immersion (SEI) in Arizona, which mandates that English be the primary language of instruction with English learners. With solid evidence carefully linked to theory, the contributors address a wide range of issues and offer recommendations for approaches that promote expansive language education policies that build on the home languages of all students. This book provides a unique contribution to the study of language policy and education for English learners.

The publication includes a foreword by CAL President Terrence Wiley and a chapter by CAL staff member Sarah Catherine K. Moore ("SEI as Policy Into Practice"). Policy makers, educational administrators, teachers, parents, voters, legislators, judges, lawyers, and anyone concerned about the education of bilingual students should read this book to understand the negative impact of restrictive language policies and learn more about how we can craft language policies that support all learners.

LEARN MORE www.cal.org/publications

International Projects



CAL is committed to providing resources and services internationally in a wide range of areas. Drawing on our decades of research and experience, we share our expertise in second language teaching and learning, with a special focus on instruction that combines content and language and on assessment of language skills. CAL also contributes to the global language policy debate by hosting the Language Policy Research Network.

In recent years, CAL has developed content and language standards for educational programs, provided language-related professional development for educators and businesses, developed instructional programs and materials, and disseminated information about effective practices and model programs. CAL staff specialize in large- and small-scale program evaluations—examining qualitative and quantitative data collected through onsite visits, observations, interviews, surveys, and other proven methodologies; and providing guidance and recommendations for program improvement.



LEARN MORE www.cal.org/international

Professional Development and Technical Assistance Services in the Arabian Peninsula

CAL has worked with government and private entities in the Arabian peninsula for many years, evaluating existing programs and practices, guiding the design of new programs, and providing professional development tailored to the specific instructional contexts and needs of the clients. CAL has provided its services through a variety of delivery modes including face-to-face interactions, live interactive webinars, and self-paced online learning modules tailored to the clients' needs. Organizations in the region have benefited from CAL's expertise, improving their program outcomes and meeting pre-established goals. Recent and current projects include the following:

- Evaluation of the Saudi Aramco English Language Teaching Program, including review of teaching practices, curricula, assessments, and student outcomes
- Evaluation of the professional development program for teachers in the Saudi Aramco Industrial Training Centers in relation to best practices in the field of English for specific purposes (ESP), and provision of guidance on establishing appropriate goals for instructional quality and student language learning
- Professional development for ESP teachers in seven Saudi Aramco Industrial Training Centers across the kingdom with the goal of improving student outcomes and employee effectiveness within the workplace
- Needs assessment and professional development for English language faculty at universities throughout Saudi Arabia, including King Saud University, Princess Nora University, Dammam University, Najran University, Jouf University, Imam Mohammed University, Arar University, Rafa University, and the government's Diplomatic Training Institute for Public Management and Foreign Affairs in Jeddah and Dammam, all in collaboration with Education Experts Company
- Needs assessment and professional development for middle school teachers of English and administrators in public state-run schools throughout Saudi Arabia, in collaboration with the Saudi Ministry of Education
- Organization of an ongoing professional speaker series and interactive seminars for a consortium of universities in Saudi Arabia (Expert speakers have included Dr. Rod Ellis, Dr. Michael Long, Dr. Cathy Doughty, and Dr. Walt Wolfram; upcoming speakers include Dr. Steven Ross and Dr. Steven Krashen)

Daniel Lieberson, Manager, Business Planning and Product Operations

CAL Presentations and Special Events

WORDS AT WORK AND PLAY: THREE DECADES IN FAMILY AND COMMUNITY LIFE

Special Presentation by Shirley Brice Heath

Sponsored by Georgetown University and the Center for Applied Linguistics

On November 1, 2012, CAL sponsored a special event at Georgetown University featuring noted linguistic anthropologist, scholar, and author Shirley Brice Heath, who talked about her inspiring book *Words at Work and Play: Three Decades in Family and Community Life*. *Words at Work* tells the long-awaited story of what has happened to the families that readers met back in 1983 in Heath's *Ways With Words: Language, Life, and Work in Communities and Classrooms*.

Ways With Words recorded and interpreted language learning habits in two communities in the Piedmont Carolinas: Roadville, a White working-class community whose members work in the textile mills; and Trackton, a Black working-class community whose members used to farm but now also work in the mills. Heath specifically looked at the effects on the children of the preschool, home, and community environments. She found that the language expectations of the schools and the mills were different from the values and expectations of the home communities.

The new work gives a close-up picture of how families from Roadville and Trackton spent their time through the 1980s, 1990s, and the first decade of the 21st century. This outstanding study provides a moving account of 300 Black and White working-class families as they reshape their lives in new locations, occupations, and interpersonal alignments over a period of 30 years. Through multi-site ethnographic methods, Heath tracked the patterns of talking, managing new technologies, and altering ways of using time and space of families as they faced the roller-coaster economic changes that followed the double-dip recession of the 1980s.

Discussants Anne H. Charity Hudley and Frederick Erickson offered insightful remarks after the presentation by Heath, followed by time for open discussion with the audience.

CAL offers a special thank you to Cambridge Publishing for their sponsorship of this event.

LEARN MORE www.cal.org/publications



MEET CAL STAFF AT CONFERENCES

LEARN MORE www.cal.org/about/presentations.html

CAL staff members regularly present at conferences around the world to share information about our research, projects, and resources. Conference participation gives CAL staff the opportunity to network with key stakeholders about issues related to language and culture.

Conferences presentations by CAL staff are listed on our website. We invite you to check periodically for more information and to connect with CAL at conferences.

In 2012, CAL staff presented at the following conferences:

- African Refugee and Immigrant Lives: Conflict, Consequences & Contributions
- American Association of Applied Linguistics
- American Council on the Teaching of Foreign Languages
- American Educational Research Association
- American Evaluation Association
- ASCD
- California Association for Bilingual Education
- Commission on Adult Basic Education
- Comparative and International Education Society
- CREATE Capstone Conference
- East Coast Organization of Language Testers
- Fourth International Conference on Language Immersion Education
- Georgetown University Round Table on Languages and Linguistics
- International Society for Technology in Education
- La Cosecha
- Language Testing Research Colloquium
- Linguistic Society of America
- Low Educated Second Language and Literacy Acquisition for Adults Symposium
- Multidisciplinary Approaches in Language Policy and Planning
- National Chinese Language Conference
- National Council of Less Commonly Taught Languages
- National Council of Teachers of English
- National Council of Associations of Chinese Language Schools
- National Immigrant Integration Conference
- New York State Association for Bilingual Education
- Northeast Conference on the Teaching of Foreign Languages
- Second Language Research Forum
- Sixth Heritage Language Research Institute
- Sociolinguistics Symposium 19: Language and the City
- Society for the Scientific Study of Reading
- STARTALK
- Tennessee TESOL
- TESOL Academy
- TESOL International Association
- Two-Way CABE
- Virginia ESL Supervisors Association

Scholarly Publishing Initiatives

CAL is committed to continuing its legacy of making both scholarly and practical information available to the field. To increase our ability to disseminate information to a broad audience, we are working to develop new partnerships with publishers, contribute articles on our work to scholarly journals, and develop resources such as practitioner briefs and white papers that concentrate on academic research and scholarship and inform educational practice.

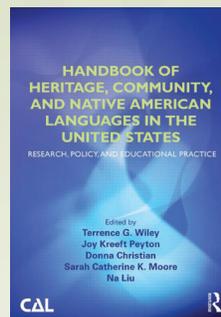
PUBLISHING PARTNERS

CAL continues to work with publishing partners that share our mission and values. Our long-term relationship with Delta Publishing continues, with both organizations distributing the books and professional development materials that we have published together. CAL also finalized an agreement with Santillana USA in 2012 to allow Santillana to sell CAL's Computerized Oral Proficiency Instrument (COPI) and Multimedia Rater Training Program for Spanish.

With Multilingual Matters, CAL has entered into an agreement to publish a new book series, CAL Perspectives, designed to share information around key topics related to language and culture. Watch our website for more details as plans unfold.

CAL staff also publish in a wide variety of scholarly journals and publications. More information about these articles can be found on our website and are announced in our monthly newsletter.

LEARN MORE www.cal.org/publications



HANDBOOK OF HERITAGE, COMMUNITY, AND NATIVE AMERICAN LANGUAGES IN THE UNITED STATES: RESEARCH, EDUCATIONAL PRACTICE, AND POLICY

Edited by Terrence G. Wiley, Joy Kreeft Peyton, Donna Christian, Sarah Catherine K. Moore, Na Liu

Co-Published by Routledge and the Center for Applied Linguistics

Anticipated publication date: early 2014

Timely and comprehensive, this state-of-the-art overview of major issues related to heritage, community, and Native American languages in the United States is based on current knowledge and research and draws from a variety of perspectives—the speakers; use of the languages in the home, community, and wider society; patterns of acquisition, retention, loss, and revitalization; and specific education efforts devoted to helping speakers develop stronger connections with and proficiency in these languages.

This volume offers a foundational perspective for serious students of heritage, community, and Native American languages as they are learned in the classroom, transmitted across generations in families, and used in communities. It also provides background on the history and current status of many languages in the linguistic mosaic of U.S. society and stresses the importance of drawing on these languages as societal, community, and individual resources, while also noting their strategic importance within the context of globalization.

Financial Report

As the global recession continues, CAL is assessing new directions for fulfilling its mission more than 54 years after its founding. We remain focused on making strategic decisions in key areas to ensure our financial stability, drive growth, and create sustainable business models that support our work. With dedicated staff and an experienced board of trustees, CAL is responding effectively to the challenges presented by the current volatile and highly competitive economic environment. CAL has continued to evolve its leadership, invest in successful initiatives, realign resources to respond to changing opportunities, and strengthen operational efficiencies.

One of the challenges facing CAL in recent years has been a decline in revenue opportunities from groups that have historically been major sources of revenue. Many federal programs have received cuts in funding, and many states have less discretionary money. As a result, CAL experienced an expected drop in revenue in FY12. In response, we have redoubled our efforts to pursue public funding opportunities at both the federal and state levels. For example, the federal arena as a whole has recently been characterized by a move toward small business set-aside funding for contracts; consequently, CAL staff have been developing relationships with eligible small businesses that have strengths complementary to CAL's—such as logistics management, technology capability, and education expertise in areas other than language and culture—to develop joint project proposals.

The organization is also facing increasing competition from new entrants into CAL's traditional markets and from organizations much larger than CAL that have greater resources and capacity. To respond to this challenge, we are evaluating new and alternative service and business models to expand our sources of revenue, including service delivery initiatives and new partnerships with organizations that have similar or complementary missions.

We are also assessing opportunities to work with foundations and develop new communications strategies designed to enhance our contributions and impact on the field and those it serves. In addition to seeking ways to increase overall revenue, CAL has worked steadfastly to control expenses by improving the efficiency of all operations.

Throughout the year, CAL's primary focus has been to implement strategies designed to maintain the organization's financial health and allow us to respond more nimbly to changing market conditions. With a strong foundation and a clear vision for the future, we are confident that our long-term strategies will allow CAL to thrive and continue to provide the innovative solutions that have long been a hallmark of the organization.

Charles Lorenzetti, *Vice President, Finance and Operations*



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*in memoriam

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Back Row (left to right): Yong Zhao; Guadalupe Valdéz; Robert Altman; David Beaulieu; Ofelia García; JoAnn Crandall; Humphrey Tonkin (Board Vice Chair); Reynald Macías. Not pictured: Lyle Bachman

A NOTE OF APPRECIATION AND THANKS

On behalf of everyone at CAL, we extend a heartfelt thank you to the following members of our Board of Trustees who concluded their term of office at the end of 2012: Judith Liskin-Gasparro (Board Chair), Reynaldo Macías (Chair of the Nominating Committee), and Lyle Bachman. Thank you for your valued guidance, advice, and service.

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IN MEMORIAM: Dora Johnson



It is with great sadness that we mark the passing on June 26, 2012, of one of CAL's giants: Dora Johnson. Dora was at the heart of many CAL activities for over four decades. She was a tireless advocate for the less commonly taught languages and was renowned for her knowledge of the cultures of the world,

her databank of resources for teaching languages, and her passion for making that information available and accessible to all who could use it.

Dora Esther Koundakjian was born in Beirut, Lebanon. A native speaker of Armenian who was educated in Arabic, she attended British schools through the end of her secondary schooling and then the Beirut College for Women (now the Lebanese-American University), where she earned an associate's degree. She received her bachelor's degree in English literature in 1960 from Transylvania University in Lexington, Kentucky, and earned a master's degree in linguistics at the Hartford Seminary Foundation in Connecticut in 1964.

Dora joined CAL in 1964 and she accomplished much during her long tenure, all with a common theme: making languages and linguistic knowledge accessible to the widest possible audience. In recognition of Dora's many contributions to the field, the National Council of Less Commonly Taught Languages gave her its highest honor, the Ron Walton Award, in 2005. The Qatar Foundation International grants Dora Johnson Awards annually for K-12 Arabic teachers who wish to attend the annual conference of the American Council on the Teaching of Foreign Languages.

To honor Dora's countless contributions to the organization and to the field, CAL plans to establish an annual Dora Johnson internship that will begin in the 2014 fiscal year. The internship will provide support for an emerging scholar to conduct a research project on a topic related to Arabic or Armenian language acquisition.

Dora will be profoundly missed by all whose lives she touched.

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 www.cal.org to learn more about CAL's projects, resources, and staff.





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