



# 2013

ANNUAL REPORT

Promoting Access, Equity,  
and Mutual Understanding for  
Linguistically and Culturally Diverse  
People Around the World



## CAL's Mission and Core Values

The mission of the Center for Applied Linguistics (CAL) is to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe.

CAL's core values guide all of our endeavors and help us focus our efforts more effectively.

- Languages and cultures are important individual and societal resources.
- All languages, dialects, and cultures deserve to be respected and cultivated.
- Multilingualism is beneficial for individuals and society.
- Effective language education should be widely available.
- Accurate information should be the basis for policies and practices that involve language and culture.
- Language skills and cultural knowledge should be valued in work situations.
- Language and cultural differences should not be obstacles to personal or group success or well-being.



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## President's Message

**T**he past year has been a busy and productive one for the Center for Applied Linguistics (CAL). Despite challenging economic times across the globe, I am pleased to report that CAL continues to prosper.

Working closely with the Board of Trustees, CAL has developed enhanced strategies to best position the organization for further growth and higher levels of accomplishment in the coming years. These strategies include further diversifying our sources of funding, continuing our wide range of grant and contract work, growing our professional development services and online education offerings, expanding our partnerships, and achieving operational efficiencies. A key element within CAL's organizational strategy is outlining effective ways to return to our roots by providing research-based information to inform important issues of our time related to language and culture.

In FY13, CAL increased the volume and competitiveness of key sponsored proposals, winning a number of bids. CAL's program activities remain strong, including the CAL-WIDA collaborative activities, the Cultural Orientation Resource Center, STARTALK, and the English for Heritage Language Speakers program, among many others. The awarding of the National Clearinghouse for English Language Acquisition, with CAL as a subcontractor, allows CAL to expand its work in English learner education, traditionally a key area of focus for the organization. CAL has also had success in securing awards from foundations, including a new grant from the Bill and Melinda Gates Foundation to develop an online teacher network.

Under the auspices of a new venture development unit within the organization, CAL is consolidating related activities to expand its influence in professional development, create new assessments and product offerings, and offer educational certificates and services that will be enhanced by the delivery of online courses.

Progress has also been made on expanding our international work and increasing our reach to a broader audience. CAL is currently engaged in new initiatives in Mexico and China related to assessment and teacher professional development. CAL is also in the process of developing a completely new website designed to increase awareness of our organization and its capabilities and is working on a number of strategic product development activities.

We are proud to share just a few of our success stories in this report, each of which reflects our core values as an organization and energizes us to renew our commitment to having real impact in the world. These stories reflect the depth and breadth of CAL's work, all connected by the contributions they make to CAL's important mission.

On behalf of CAL's dedicated staff and board of trustees, I would like to thank CAL's funders, partners, and customers for their confidence and support. I am optimistic when I think about all that we can accomplish together.

Terrence G. Wiley  
*President and Chief Executive Officer*

# Looking Toward the Future

As with many organizations around the world, as CAL seeks to do more to serve its mission, it also faces challenges in securing funding within an increasingly competitive environment. Additional pressure comes from the difficult choices we must make in allocating our own resources. To address these challenges, CAL has made funding diversity and establishing strong partnerships the cornerstones of its ongoing development activities.

We are pleased that our grant and contract work continues to thrive with the continuation of many of our long-term projects. Two of our newest projects reflect CAL's strong focus on impacting language learning through the use of technology and demonstrate the effectiveness of our strong partnerships with organizations with similar missions and values.

Funded by a grant from the U.S. Department of Education, Office of Innovation and Improvement, CAL will be working on the *Promoting Educator Networks: Standards-Based Instruction for English Learners* project in partnership with the University of Oregon's Global and Online Education Department, the TESOL International Association, SRI International, and a team of local education agencies. CAL will convene and facilitate networks of teachers to support implementation of the Common Core State Standards, the Next Generation Science Standards, and state-based standards to improve educational outcomes for English learners. A related project, funded by the Gates Foundation under its *Accelerating the Common Core* initiative, is focused on improving teacher implementation of the Common Core State Standards for English learners with an online nationwide network of teachers convened under the umbrella of *Education Connections*.

CAL is pleased to be one of the partners in the National Clearinghouse for English Language Acquisition (NCELA) project, awarded by the U.S. Department of Education, Office of English Language Acquisition, to Leed Management Consulting, Inc. CAL provides content; manages conferences, workshops, and webinars; and supports requests from the field for NCELA resources and information.

To further diversify its sources of funding, CAL has created a new team to focus on expansion of online offerings, enhancement of professional development services, and development of new products. Our expanded product offerings will include new and enhanced assessments for use in the United States and internationally. We have expanded our CAL Institutes on key topics of interest to educators and offer resources that combine authentic classroom video with hands-on practical tools for teachers to use in their classrooms. CAL is also continuing to expand its online offerings with new online courses in development, and many of our professional development services include an online learning component. Under the auspices of a new unit called the CAL Academy, CAL is developing online courses designed to be part of new certificates issued by CAL.

Expanding our work internationally is another strong focus for the organization, with teams exploring opportunities to provide assessments for students and adults and professional development for educators in Mexico, China, and the Middle East.

In this annual report, we are pleased to feature stories that reflect CAL's commitment to its mission and the dedication of CAL's funders, partners, and staff to having a positive impact on issues related to language and culture around the globe. We look forward to working closely with our funders, partners, and clients in the years to come.

M. Beatriz Arias  
*Vice President and Chief Development Officer*

# Innovation in Assessments



The CAL-WIDA collaboration team is developing several exciting K–12 language assessment tools that further CAL’s tradition of using available technology to make assessments more engaging, accessible, and easier to use for both the student and the test administrator. CAL’s use of technology in test development also results in more efficient, accurate measurements of students’ ability. CAL-WIDA staff are currently working on the PODER tests, ACCESS for ELLs 2.0 Summative and Screener, and Interim Assessments, which are described below.

For PODER, a test of Spanish academic language for students in Grades K-2, students will be able to move through the adaptive, online listening and reading tests at their own pace. The test administrator’s script for both the group-administered writing test and the individually administered speaking test will also be online, and the administrators will record their ratings for these sections directly into the testing program. Once all ratings have been entered into the online program, score reports can be instantly generated.

Like PODER, ACCESS for ELLs 2.0 Summative features adaptive listening and reading domain tests, as well as innovative speaking test design. Guided by a virtual test administrator and a virtual model student who provides sample responses, students navigate tasks independently and audio-record their responses to speaking tasks, which are centrally scored. Writing test responses can be typed or handwritten and are also scored centrally, thus minimizing

the training and effort required by test administrators. For ACCESS for ELLs 2.0 Screener, local test administrators can train themselves to score the productive domain sections using a comprehensive and user-friendly online training program that will include a bank of training examples and exercises. These items include features that enhance accessibility for students with a range of needs, and, from a technology standpoint, they can be transferred easily across testing platforms.

Additionally, for Interim Assessments, exploration is underway into the creative ways that students can perform assessment tasks as part of an interactive, computer-delivered experience, rather than a traditional test. The purpose is to provide meaningful, actionable data that can inform teachers’ instruction.

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David MacGregor, *Director, L1 Academic Language Testing*, and Jennifer Norton, *Director, Test Development - PreK–12 ELL Assessment*



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



CAL uses the power of technology to create engaging and accessible assessments that provide efficient and accurate measurements of students’ abilities.



# Helping Teachers Meet the Needs of Young English Learners



The enrollment of English learners in early childhood education programs is increasing. Teachers working with these students face the dual challenges of providing instruction tailored for early childhood education and developing the children's English language proficiency. As a result, there is a high demand among educators for research-based instructional practices for meeting the needs of these young English learners.

To respond to this growing need, the CAL SIOP team offers Sheltered Instruction Observation Protocol (SIOP) workshops that are tailored for teachers of young English learners. The SIOP Model was developed specifically to make learning accessible for English learners. SIOP workshops for early childhood teachers are adapted to help them meet the unique needs of young English learners with the goal of improving the children's academic performance and school readiness.

All students in prekindergarten and kindergarten are developing language and pre-literacy skills, but English learners are confronted with the added challenge of developing these skills in both their home language and in English. For teachers of young English learners, the SIOP Model has been adapted to specifically address the development of pre-literacy and language skills in a format solidly grounded in research on child development.

CAL has been working with Arlington Public Schools in Virginia and Charlotte-Mecklenburg Public Schools in North Carolina to provide SIOP workshops for prekindergarten and kindergarten teachers. To account for the unique language and literacy needs of young English learners, CAL SIOP professional development specialists created workshops that address how to write and display content and language objectives for emerging readers and writers and how to implement consistent, scaffolded vocabulary development routines. The workshops also address how to increase peer interaction in age appropriate structures such as centers and cooperative learning, and how to incorporate and teach reading strategies for pre-literate learners. More information on these types of workshops can be found in our TESOL 2013 presentation in the events section of the CAL website.

CAL also delivered a 2-day workshop to prekindergarten teachers in Anne Arundel County, Maryland, in fall 2013 to help them develop their capacity to foster classroom conditions that promote oral language development in English for young English learners and to identify teaching strategies that scaffold learning while increasing classroom interaction, comprehensible input, language output, and academic language learning. The workshop was based on one of CAL's Hot Topics in ELL Education resources: *Listening and Speaking: Oral Language and Vocabulary Development for English Language Learners*. Topics adapted specifically for prekindergarten teachers included using students' first languages in the classroom, early childhood language development, developing student interaction, building listening skills, and communication with parents. Participants designed activities to bridge oral language skills with pre-literacy skills.

Jennifer Himmel, Director, PreK-12 EL Professional Development; Annie Duguay, Associate Director, CAL Solutions; and Julie Mazrum, Associate Director, CAL SIOP

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[www.cal.org/siop](http://www.cal.org/siop) and [www.cal.org/solutions](http://www.cal.org/solutions)

There is a high demand among educators for research-based instructional practices to meet the needs of English learners in early childhood programs.

# Meeting Instructor Needs in Adult Basic Education and ESL



In 2013, CAL provided professional development for practitioners working with adults in several states and the District of Columbia. These teachers deeply appreciated the opportunity to participate in CAL workshops because they often have few options for pursuing professional training in their field. CAL staff, in turn, enjoyed interacting with these educators and helping them continue to develop the skills they need to address the issues and challenges they are facing.

Key concerns for practitioners working with adults included enabling adults to transition successfully from ESL and adult basic education to further study and work; teaching reading and writing to prepare adult English language learners for high school equivalency testing and further academic study; working effectively with adult emergent readers; and combining language learning objectives and content learning objectives in workplace preparation classes. CAL's professional development offerings enabled participants to address these concerns using evidence-based approaches to promoting second language acquisition in adults.

CAL collaborated with the GREAT (Getting Results Educating Adults in Texas) Center at the University of Texas, El Paso, to provide training for teachers in Abilene, Odessa, and Midland. The training focused on preparing adult English learners for the workplace and teaching reading and writing at intermediate and advanced levels.

CAL used a hybrid training model that combined face-to-face and electronic interaction with participants in three stages:

**1. Needs assessment:** CAL sent questions to participants about their experience and background teaching adult English learners, levels taught, materials used, strengths and challenges, and topics of interest. CAL then interviewed program administrators and instructors via telephone to gather responses, which were used to inform training design and content.

**2. Design and implementation of training:** CAL provided one full-day workshop on workforce preparation in Abilene, and one full-day workshop on intermediate- and advanced-level reading and writing to participants from Odessa and Midland. At the end of each workshop, the participants completed a plan for classroom follow-up and implementation.

**3. Electronic follow-up:** After the workshops, the facilitator communicated individually by email with participants about their progress on their follow-up activities. She provided additional resources and suggested strategies and activities to use to further enhance learner outcomes and to help resolve challenges. Each participant had a minimum of three email exchanges with the facilitator.

For practitioners in the Finger Lakes Regional Adult Education Network (RAEN) in New York, CAL completed the second year of a training project on preparing adult English language learners to transition to academic or career and technical study. This project also used a hybrid model that combined an initial full-day face-to-face workshop with follow-up activities and discussion in an online forum hosted by the Finger Lakes RAEN and facilitated by CAL. The training program ended with another full-day workshop in which participants reported on projects they had undertaken in their classrooms to prepare learners for academic or career and technical study and described their planned next steps.

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Miriam Burt, *Manager, Adult ESL Projects*

**LEARN MORE ONLINE** [www.cal.org/adultesl](http://www.cal.org/adultesl)

CAL's professional development offerings enable participants to use evidence-based approaches to promoting second language acquisition in adults.

# Preparing Native Speakers of Critical Languages for Federal Careers



The English for Heritage Language Speakers (EHLS) program marked its eighth continuous year in 2013. EHLS enables naturalized citizens who are native speakers of critical languages to develop the English communication and career skills they need to succeed in professional positions in the federal government.

CAL designed and oversees the EHLS program, conducting it in partnership with Georgetown University. The program consists of 6 months of intensive instruction in four courses: Professional Oral Communication, Reading and Writing for Professionals, News Analysis, and Career Skills. This intensive portion is followed by 2 months of part-time online work in Professional Writing and Career Skills.

The goals of learning include the ability to participate effectively in formal and informal interactions on practical, social, and professional topics; to understand and use abstract language and concepts; to state an opinion and support it with detailed factual information; and to hypothesize plausibly on the basis of known information. Instruction uses a task-based approach in which program participants carry out workplace-based activities that promote the development of critical thinking and analytical skills. In the intensive portion, each participant completes a capstone project that involves research and analysis in English and the native language on a topic provided by a federal agency. The project culminates in a formal oral presentation and written briefing paper that demonstrate each participant's achievements.

EHLS is funded by the National Security Education Program, part of the U.S. Department of Defense. Program participants receive free tuition and a living stipend for the full 8 months of the program. Upon graduation, they seek work in federal agencies as part of their scholarship obligation. By then they are able to offer potential employers not only native-speaker proficiency in the heritage language but also confidence and ease interacting in a government workplace.

Program participants are recruited from all parts of the United States. The Class of 2013 consisted of 20 participants whose native languages included Arabic, Balochi, Igbo, Kyrgyz, Mandarin Chinese, Pashto, Persian Farsi, Turkish, Uzbek, and Yoruba. EHLS program graduates since 2006 have been naturalized U.S. citizens originally from countries such as Afghanistan, China, Egypt, Iran, Kenya, Kyrgyzstan, Mauritania, Morocco, Nigeria, Pakistan, Sudan, Syria, Taiwan, Tanzania, Turkey, and Uzbekistan. Their prior professional training has been in such fields as teaching, architecture, business management, law, medicine, engineering, journalism, computer technology, foreign service, news-media relations, real estate, and translation. The program has graduated 232 participants from its inception in 2006 through the 2013 iteration.

Deborah Kennedy, Associate Vice President, Adult English Language Education

LEARN MORE ONLINE [www.ehlsprogram.org](http://www.ehlsprogram.org)



EHLS enables naturalized citizens who are native speakers of critical languages to develop the English communication and career skills they need to succeed in professional positions in the federal government.

# Ongoing Refreshment of CAL's Adult English Proficiency Assessments

CAL's two adult English proficiency assessments, BEST Plus and BEST Literacy, have long been used effectively by adult education programs throughout the country to measure learner progress in relation to the U.S. Department of Education's National Reporting System (NRS).

BEST Plus is a face-to-face oral interview that measures performance over the full range of proficiency levels represented in adult ESL programs. BEST Literacy tests reading and writing skills using authentic situations specifically geared for adult language learners in the United States. All tests that are used for NRS reporting must be reviewed and approved by the Department's Office of Career, Technical, and Adult Education (OCTAE, formerly the Office of Vocational and Adult Education).

In 2013, in connection with the review process for BEST Plus and in collaboration with OCTAE, CAL developed a comprehensive plan for refreshing the test and increasing its accessibility. The BEST Plus assessment plays an important role in supporting the goals of the Department of Education and measuring the oral English proficiency of adult speakers against the proficiency levels of the NRS.

Moving forward, CAL will be transitioning BEST Plus from a static testing instrument to a dynamic, operational testing program, which will include ongoing replacement of items and continuous monitoring of test data. CAL is working with OCTAE to create BEST Plus Version 2.0, our first enhanced version of this operational testing program. BEST Plus 2.0 will be available in the program year beginning July 2015.

The best practices of operational testing programs include involvement of stakeholders in all aspects of test development, refreshment, and maintenance processes. Key stakeholders include OCTAE, state directors, program administrators, trainers, test administrators, and examinees who, along with the BEST Plus External Advisory Board, will be involved

throughout the item writing, review, and field testing process. As part of this process, CAL will also provide online reports and research briefs on the technical quality of BEST Plus. Going forward, CAL will continue to work with OCTAE to develop plans for ongoing refreshment of BEST Plus.

*Margaret Malone, Associate Vice President, World Languages and International Programs; Deborah Kennedy, Associate Vice President, Adult English Language Education; and Daniel Lieberman, Director, Business Planning and Product Operations*

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CAL has developed a comprehensive plan for transitioning BEST Plus from a static testing instrument to a dynamic, operational testing program.



# Computerized Assessment of Mandarin Chinese Oral Proficiency



CAL was awarded a 3-year grant from the U.S. Department of Education's International Research and Studies Program in 2010 to develop a computer-based test of Mandarin Chinese oral proficiency. The Mandarin Computerized Oral Proficiency Instrument (COPI) will be available in 2014 and will join COPIs for Modern Standard Arabic and Spanish in CAL's suite of computerized, semi-adaptive tests of oral proficiency intended for use with English-speaking upper high school students, college students, and professionals.

The test begins with a self-assessment and gives examinees a degree of autonomy in choosing task topics, difficulty levels, and length of thinking and response time; this semi-adaptive design increases efficiency of both testing and rating. For higher level tasks, examinees are given a choice to read and hear directions in the target language or in English, while directions for lower level tasks are always presented in English. As a result of research and piloting conducted during the development of the Mandarin COPI, Chinese directions for higher level test tasks are provided in both simplified and traditional characters.

The COPI package includes a test administration program and a program for rating, which also provides rater training. New features developed as a result of this project include a streamlined and revised test administrator manual, a set of test day FAQs for examinees, and a flash drive format to make the program available for users whose computers do not have CD drives. CAL is also introducing a system to track COPI licenses and use.

From piloting with nearly 100 local college and high school learners of Mandarin, field testing with additional learners of various ages including professionals, and numerous direct inquiries from instructors of Mandarin, it is clear that this testing resource is greatly anticipated in the Chinese education field.

In addition to work on the Mandarin COPI, in 2013 CAL received a contract to develop a French COPI for the Tri-Service Academies targeting students at the Novice and Intermediate levels. This is the second such project that CAL has completed for the Tri-Service Academies, the first being the development of a similarly targeted Mandarin COPI in 2011. This French COPI will be delivered in 2014 for exclusive use at the Tri-Service Academies.

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**Margaret Malone**, *Associate Vice President*; **Francesca Di Silvio**, *Research Associate*; and **Anne Donovan**, *Research Assistant*; *World Languages and International Programs*



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



The COPI provides language educators with a computerized, time-efficient assessment of their students' oral language proficiency.

# Faces of Resettlement: Understanding and Welcoming Refugees in U.S. Communities



In FY13, the Cultural Orientation Resource (COR) Center, housed under CAL's Immigrant and Refugee Integration program area, developed a 10-minute outreach video aimed at increasing understanding and welcome of refugees in their new communities in the United States. Funded by the U.S. Department of State, *Faces of Resettlement: Refugees in U.S. Communities* features the testimonials of five individuals from Bhutan, Burma, Burundi, Iraq, and Sudan who entered the United States as refugees. Narrated in their own voices, the video highlights the resiliency that characterizes refugees' journeys from fleeing their homelands to rebuilding their lives in the United States. It also includes interviews with residents who have been deeply touched by the friendship and meaningful contributions of the newest neighbors in their communities.

To accompany the video, the COR Center developed a toolkit for use in outreach, training, and orientation with three audiences in mind: receiving community members, service providers, and refugees. The toolkit provides step-by-step lesson plans for facilitators to use during group viewings of the video. Through each of the six lesson plans, participants engage

in interactive exercises and thought-provoking discussions about refugees and their contributions to U.S. communities. In addition, the toolkit contains a set of reflection questions for each audience, designed to be considered by people viewing the video independently.

*The Faces of Resettlement: Refugees in U.S. Communities* video and toolkit build on CAL's work in producing videos, designing curricula, and providing resources to service providers, community members, refugees, and immigrants to facilitate newcomers' integration into communities across the United States.

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

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[www.culturalorientation.net](http://www.culturalorientation.net)

Using the power of video, *Faces of Resettlement* helps familiarize receiving community members with refugees: their backgrounds, their contributions, and their hopes for a peaceful and productive life in the United States.



# Fostering Welcome for Refugees: The Linking Communities Project



Refugees arrive in the United States from many different source countries, bringing diverse backgrounds and experiences, possessing a variety of strengths, and encountering a myriad of challenges as they adjust to their new life in the United States. CAL's Immigrant and Refugee Integration team focuses on helping refugees as they adjust to their new lives in the United States and helping receiving communities understand why refugees come and the positive contributions they can make.

Through its membership in the Refugee Council USA, CAL's Immigrant and Refugee Integration team joined a receiving communities initiative, known as *The Linking Communities Project: Creating Welcome for Refugees*.

CAL has been working in partnership with several national resettlement agencies on this 2013–2014 pilot project, supported by the J. M. Kaplan Fund, to facilitate the creation

CAL works with a variety of partners to ease refugee adjustment to life in the United States and to increase understanding within receiving communities.



of linkages between refugees and receiving communities in the states of Ohio and Pennsylvania. Elements of the project include delivery of small grants to support implementation of selected local projects and compilation of lessons learned.

As members of the project planning committee, CAL staff actively supported the 2013 activities through co-facilitating a launch call with national and local stakeholders, contributing to development of needs assessments, engaging in discussion regarding the purpose and content of state meetings, and planning for pre- and post-meeting communications and selection of grantees. This involvement resulted in a funded project to design and facilitate state stakeholder meetings for the purpose of training participants on selected topics, facilitating collaboration among them, and initiating action planning for grant proposals.

Both stakeholder meetings drew a broad range of attendees from throughout each state, including representatives of local resettlement agencies, ethnic community-based organizations, state and local government, schools, and other service providers. These rich networking opportunities, coupled with animated discussions about ways to strengthen refugee integration at the local and state level, resulted in groups of stakeholders from local communities or state communities strategizing about how they might collaborate to facilitate interaction between refugees and longer-term community members. CAL has continued to be involved in this initiative in 2014.

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

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# Promoting a Global Network Focused on Language Policy

As part of its strong focus on language policy issues, CAL 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 mission is to promote the development of networks and rich collaboration around issues of language policy.

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 five continents. The committee convenes to review the general direction of language policy issues and to consider opportunities to enhance research and policy analysis.

The committee also acts as a review team for proposals to LPRen-sponsored panels at major international conferences. Featured LPRen presentations in 2013 included the following:

- ***Language Politics in Global Perspective: International, National, and Local Policies in Practice***  
American Association for Applied Linguistics  
March 2013 • Dallas, TX

Chaired by Sarah Moore with Terrence Wiley as discussant, this colloquium brought together diverse perspectives on language policy from around the world.

- ***Super-diversity in the Multilingual United States: How Super? How New?***  
Language and Super-diversity Conference  
June 2013 • University of Jyväskylä, Finland

Terrence Wiley chaired this panel featuring four papers presented by CAL LPRen staff.

CAL was also a proud sponsor of the following international conference focusing on language policy and planning:

- ***Multidisciplinary Approaches in Language Policy and Planning Conference***  
September 2013 • University of Calgary, Alberta, Canada

Terrence Wiley, *President*; Sarah Moore, *Director, Online Education*; and Molly Fee, *Research Assistant*

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

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.



# Focus on English as an International language



**C**AL has a long history of conducting research and providing effective resources to support language teaching and learning. Around the world, language learners are increasingly interested in acquiring proficiency in English to further their academic and career goals. Companies seek to increase the English proficiency of their workforce to attract new business opportunities. CAL conducts a wide range of activities to support English language learning across the globe, including program evaluations, professional development for educators, and assessments for English learners at all ages and levels of proficiency.

In recent years, many of CAL's activities have concentrated on helping educators who are teaching English in different countries and contexts. Our professional development services are grounded in our long history of research into how language is learned and our experience in developing effective methodologies for teaching language. In the Middle East, CAL has worked with universities and businesses to customize professional development programs for English teachers. Working closely with our client partners, we conduct independent evaluations of their English programs, looking at all aspects to determine to what degree the program is meeting its goals and to outline areas where changes or improvements may be needed.

In another initiative, CAL is engaging in substantive dialogue to outline ways in which we can help the Secretaría de Educación Pública (SEP), the Mexican Ministry of Education, to improve the teaching and learning of English as a foreign language via their pilot program, Programa Nacional de Inglés en Educación Básica (PNIEB). To inform later recommendations, CAL staff conducted an initial needs assessment, evaluating the language proficiency of a group of teachers and students in three Mexican states in order to better evaluate their needs. In addition, CAL gathered information from teachers and students through surveys and face-to-face interviews.

Based on the results of this needs assessment and on CAL's extensive experience in test development, CAL has developed a phased process to meet the need for practical, reliable, and valid tests for sixth and ninth grade students and for teachers of English that measure language ability in English within the context of the Mexican education system. Test development is underway, with pilots scheduled for the summer of 2014 and a rollout of teacher tests scheduled for fall 2014.

CAL is also focusing on the professional development needs of English teachers in Mexico. Based on extensive experience working with educators teaching English in a variety of settings and countries, CAL is seeking to tailor activities to meet specific program requirements. To continue to share our knowledge, CAL staff will be leading a panel at MexTESOL 2014 to discuss effective English teaching methodologies.

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*Beatriz Arias, Vice President and Chief Development Officer; Daniel Lieberson, Director, Business Planning and Product Operations; and Victoria Nier, Research Assistant and Test Product Development Liaison*

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

CAL conducts a wide range of activities to support English language learning across the globe, including program evaluations, professional development for educators, and assessments for English learners at all ages and levels of proficiency.

# Conference Spotlight



**C**AL staff members regularly present at conferences all over the globe 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. Conference 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.

**CAL staff presented at the following conferences from October 2012 through December 2013:**

- American Association of Applied Linguistics
- American Association of Teachers of Spanish and Portuguese
- American Council on the Teaching of Foreign Languages
- American Educational Research Association
- American Evaluation Association
- Association of Two-Way & Dual Language Education
- Bilingual Research Colloquium: Educational Linguistics & Language Education in the 21st Century
- California Association for Bilingual Education
- Commission on Adult Basic Education
- Confucius Institute and Localization Development Symposium
- CREATE Capstone Conference
- East Coast Organization of Language Testers
- Fourth International Conference on Language Immersion Education
- Georgetown University Round Table
- International Cognitive Linguistics Conference
- International Conference on Language Teacher Education
- Iran Cultural and Educational Center 25th Anniversary Conference
- Kennesaw State University Annual ESOL Conference
- La Cosecha
- Lancaster University, Lancaster, United Kingdom
- Language Testing Research Colloquium (LTRC)
- Living with Two Languages: The Advantage of Being Bilingual
- Michigan Department of Education Special Populations Conference
- Mid-Atlantic Equity Consortium Conference
- Midwest Association of Language Testers
- National Association for Bilingual Education
- National Chinese Language Conference
- National Council of Less Commonly Taught Languages
- National Council of Teachers of English
- National Immigrant Integration Conference
- New York State Association for Bilingual Education
- Residence Abroad: Social Networks and Second Language Learning Conference
- Second Language Research Forum
- Southwest Association for Language Learning Technology
- STARTALK
- TESOL International Association
- U.S. Conference on Adult Literacy
- Virginia ESL Supervisors Association
- WIDA 2013 National Conference

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[www.cal.org/news-and-events](http://www.cal.org/news-and-events)

# Policy and Thought Leadership

CAL is committed to continuing its legacy of policy and thought leadership, in part by 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. Visit our website to learn more about scholarly publications by CAL staff and associates.

The list below reflects 2013 publications by CAL staff and associates:

**A brief history and assessment of language rights in the United States.**

(T. G. Wiley). In J. W. Tollefson (Ed.), *Language policies in education: Critical issues* (2nd ed., pp. 61–90). New York, NY: Routledge.

**Collaborative writing to promote learning and build community.** (J. K.

Peyton). In C. Reichmann (Ed.), *Teaching, writing, redoing (oneself): Teacher journals and literacies* [Diários reflexivos de professores de línguas: Ensinar, escrever, refazer]. Campinas, São Paulo, Brazil: Editora Pontes.

**Constructing and deconstructing “illegal” children.** (T. G. Wiley). *Journal of Language, Identity, and Education*, 12(3), 167–172.

**Elementary ESL and general education co-teachers’ perceptions of their co-teaching roles: A mixed methods study (Doctoral dissertation).** (J. C.

Norton). Available from ProQuest Dissertations and Theses database. (UMI No. 3557498)

**The essentials of assessment literacy: Contrasts between testers and users.** (M. E. Malone). *Language Testing*, 30(3), 329–344.

**Global education and educational cooperation: Exemplary best practices from the United States.** (M. E. Malone & W. P. Rivers). In J. Hur & A. S. Park

(Eds.), *APEC Education Cooperation Project: Best practices and success factors of educational cooperation* (pp. 377–383). Seoul: Korean Educational Development Institute.

**Implementing the Common Core for English learners: Responses to common questions (CAL Practitioner Brief).** (A. Duguay, L. Massoud, L. Tabaku, J. Himmel, & J. Sugarman). Washington, DC: Center for Applied Linguistics. Retrieved from <http://www.cal.org/resources/briefs/flip/index.html>

**Language policy and teacher preparation: The implications of a restrictive language policy on teacher preparation.** (M. B. Arias & T. G. Wiley). *Applied Linguistics Review*, 4(1), 83–104.

**The linguistic vitality of Chinese in the United States.** (N. Liu). *Heritage Language Journal*, 10(3). Retrieved from <http://www.heritagelanguages.org>

**Making your way: A reception and placement orientation curriculum.**

(D. M. Abrams). Washington, DC: Center for Applied Linguistics, Cultural Orientation Resource Center. Available from <http://www.culturalorientation.net/providing-orientation/toolkit/r-p-orientation-curriculum>

**Recognizing, valuing, and building on heritage cultures and languages in English language programs.** (J. K. Peyton). *Bilingual Basics: The Newsletter of the Bilingual Education Interest Section and Teachers of English to Deaf Students*. Retrieved from <http://newsmanager.commpartners.com/tesolbeis/issues/2013-08-28/2.html>

**The syntax-semantics interface in distributed morphology (Unpublished doctoral dissertation).** (J. Kelly). Georgetown University, Washington, DC.

**Task-based language teaching practices that support Salish language revitalization.** (A. Sherris, T. Pete, L. E. Thompson, & E. F. Haynes). In M.

C. Jones & S. Ogilvie (Eds.), *Keeping languages alive: Documentation, pedagogy, and revitalization* (pp. 155–168). Cambridge, UK: Cambridge University Press.

**Teachers of heritage language speakers: Perturbing assumptions and possible solutions.** (K. Potowski, K. Dillon, O. Kagan, S. McGinnis, & J. K.

Peyton). In D. Soneson & E. Tarone (Eds.), *Expanding our horizons: Language teacher education in the 21st century* (pp. 19–46). Minneapolis: University of Minnesota, Center for Advanced Research on Language Acquisition.

**Vitality of heritage languages in the United States [Special issue].** (J. Lo

Bianco & J. K. Peyton, Eds.). *Heritage Language Journal*, 10(3). Retrieved from <http://www.heritagelanguages.org>

# Finance and Operations Report



The Center for Applied Linguistics experienced an expected slight decline in revenue for its 2013 fiscal year, ending the year with total operating revenue of \$13.5 million with net assets relatively unchanged at \$4 million.

This decline was mitigated by CAL's decision, approved by our board of trustees, to make development a strategic priority and by an increased focus on expense reduction. Due in large part to the dedicated efforts of CAL staff, the organization entered fiscal year 2014 in a greatly improved financial position.

CAL receives contracts and grants from both private grantors and federal agencies. Our continued efforts to maintain a diversity of funding streams have been successful, with approximately 40% of program funding coming from non-federal sources.

Because CAL receives federal funding, the organization is subject to a stringent A-133 audit. The audit for the 2013 fiscal year financial operations was conducted by our new audit partner, CliftonLarsonAllen LLP, a national CPA firm. This audit firm concluded that CAL's company's financial statements were fairly presented, in all material respects, in conformity with generally accepted accounting principles and thereby issued an unqualified opinion.

CAL is taking an increasingly proactive approach to financial management with the implementation of new financial tools to increase the accuracy and timeliness of financial data for planning and decision making. CAL is also analyzing business models that reflect our institutional commitment to cost management and an embrace of innovative revenue opportunities to position the organization for continued success.

In the operations area, the Information Technology team continues to identify new technologies and implement them when appropriate to ensure CAL information systems are modern, standardized, and optimized for business effectiveness. CAL is evaluating outsourcing of selected key operational activities to help ensure that staff needs are met while controlling expenses.

CAL's financial position is good, but remaining strong requires constant attention and vigilance. CAL continues to focus on three key pillars for our future success: growth, sufficient liquidity, and expense management.

CAL has demonstrated a capacity and willingness to make changes in the near term that will position us competitively in the longer term. We will continue to make prudent decisions with our resources and operations to help set the stage for further growth by the organization.

**Charles Lorenzetti**  
*Vice President and Chief Operations Officer*

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**T**he Center for Applied Linguistics is governed by a Board of Trustees elected to serve 3-year terms. The full board meets twice annually at CAL's headquarters in Washington, DC.

CAL is honored to have the following individuals serving on our Board of Trustees, a talented group of professionals dedicated to helping CAL serve its mission. CAL extends a special thank you to Robert Altman, who concluded his term of office at the end of 2013. Thank you for your guidance and your service to CAL.

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## About CAL

The Center for Applied Linguistics (CAL) is a private, nonprofit organization founded in 1959. Headquartered in Washington, DC, CAL has earned an international reputation for its contributions to the fields of bilingual and dual language education, English as a second language, world languages education, language policy, assessment, immigrant and refugee integration, literacy, dialect studies, and the education of linguistically and culturally diverse adults and children.

Visit CAL's website at [www.cal.org](http://www.cal.org) to learn more about CAL's projects, resources, and staff.





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