



PROMOTING ACCESS,
EQUITY, AND MUTUAL
UNDERSTANDING FOR
LINGUISTICALLY AND
CULTURALLY DIVERSE
PEOPLE AROUND
THE WORLD

ANNUAL REPORT

2015-2016





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 assets.
- ▶ 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

We are pleased to share selected highlights from the wide range of CAL's work in 2015-2016. From our long-standing collaboration with WIDA, to our ongoing work with the STARTALK and English for Heritage Language Speakers projects, to more recent projects such as the Education Connections professional learning community, we continue to be inspired by what we can achieve working closely with our funders, associates, and partners.

We are focused on expanding our cadre of valid, reliable assessment offerings and effective professional development workshops. Our self-paced online courses provide affordable, knowledge building resources for teachers. In addition, we are fostering collaborations with organizations with similar values to expand our reach and capabilities, such as our partnership with Santillana USA to promote dual language education. We are also launching the *CAL Series on Language Education* with Multilingual Matters and the *Tensions in Language Education* series with Routledge to continue CAL's legacy of making scholarly and practical information available to the field.

We established the National Dual Language Forum to work closely with like-minded organizations around the country dedicated to dual language education. Our strong focus on language policy continues through the Language Policy Resource Network (LPRN), leading presentations on important policy topics with key scholars around the globe.

To honor the legacy of our founder and to promote ongoing scholarship, we are proud to have established the annual *Charles A. Ferguson Award for Outstanding Scholarship* in collaboration with Stanford University and TESOL.

This annual report marks a transition both for CAL and for me personally, as I complete my tenure as CAL's President and Chief Executive Officer on May 1, 2017. When I joined CAL over six years ago, I was immediately impressed by the dedication of CAL staff and the great work they do on behalf of the organization. We have accomplished a great deal together to serve CAL's important mission of promoting access, equity, and mutual understanding among linguistically and culturally diverse people around the world.

CAL is now poised for another successful transformation in its long and rich history. As you will read in the message from Dr. JoAnn (Jodi) Crandall, Chair of our Board of Trustees, CAL initiated a robust search for its next leader led by Dr. Eugene García. I am pleased to hand the office of president over to Dr. Joel Gómez knowing that the future of CAL is in capable hands.

Amidst the current climate of increased intolerance, 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 and in creating access and equity for underserved groups in our diverse world.

It has been my privilege to participate in CAL's exceptional legacy. I am grateful to our Board of Trustees, staff, funders, partners, and colleagues for their support and I am optimistic about what the organization will achieve in the future. May the coming years bring good fortune to everyone associated with the great CAL team.

Dr. Terrence G. Wiley
President and Chief Executive Officer

MESSAGE FROM CAL'S BOARD CHAIR

The Board of Trustees is pleased to announce the selection of Dr. Joel Gómez as the next president of the Center for Applied Linguistics. Dr. Gómez succeeds Dr. Terrence G. Wiley, who stepped down on May 1, 2017 after over six years of service as CAL's president. On behalf of the Board of Trustees and staff at the Center for Applied Linguistics, we extend our sincere thanks to Dr. Wiley for his leadership, guidance, and many contributions to CAL.

With the selection of Gómez as its new president, CAL completed an extensive search for the organization's new leader. "From the earliest contact with Dr. Gómez, the members of the search committee could clearly see how his experience, interests, and accomplishments were a strong match for CAL's mission and work," said Dr. Eugene García, chair of the Presidential Search Committee. "Dr. Gómez is an experienced and seasoned leader. He is an excellent fit for CAL in terms of his diverse experience, background, and managerial expertise and we are enthusiastic about his selection as CAL's President."

We are pleased to have selected a candidate with such an outstanding background and wide range of expertise. Dr. Gómez brings a proven track record of managing that will equip him well to meet CAL's current and future needs. The Board of Trustees believes that Dr. Gómez will be an exemplary leader to guide CAL into the next successful stage of its history.

Prior to joining CAL, Gómez held a joint appointment as a faculty member and Chair of the Department of Education Leadership at The George Washington University (GW), where he also served as Associate Dean for Research for the School of Education. His areas of expertise include bilingual and bicultural education, higher education, national online information centers, and federal funding of education research and development. He has also worked at the international level as an evaluator and technical assistance provider in countries such as India, Pakistan, Macedonia, Dominican Republic, among others. With a proven management style that empowers and motivates, Gómez brings a wide range of experience to CAL from his work in higher education, the private, for-profit sector, and public education.

Gómez praised the long tradition of quality work produced by the Center for Applied Linguistics for almost sixty years. "I am delighted and honored to have been elected by the Board of Trustees as CAL's president. I very much appreciate the encouragement and support that I have received from CAL's Board, current president, and staff as well as from many colleagues in the field."

We know you will join us in welcoming Dr. Joel Gómez to the CAL family.

Dr. JoAnn (Jodi) Crandall
Chair, Board of Trustees, Center for Applied Linguistics

LANGUAGE ASSESSMENTS



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 Center for Applied Linguistics draws from decades of experience to create all types of assessments across all grade levels, including oral assessments, paper-based tests, computerized assessments, and hybrid assessment instruments.

Visit www.cal.org/assessment to learn more.

LAUNCH OF ONLINE ANNUAL SUMMATIVE AND ON-DEMAND SCREENER ASSESSMENTS DEVELOPED BY CAL FOR THE WIDA CONSORTIUM

Since 2002, CAL has worked in collaboration with the WIDA Consortium to develop high quality academic English language proficiency (ELP) assessments for grades K-12.

CAL serves as the test development, rater training, and psychometrics arm for the annual summative ELP assessment ACCESS for ELLs®, now known as ACCESS for ELLs® 2.0 (ACCESS 2.0).

The ACCESS for ELLs 2.0 suite of assessments includes Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0 Online and Paper, and Alternate ACCESS for ELLs. Each measures students' English language proficiency, which incorporates language students use in interaction with peers, teachers in school, and language encountered across instructional settings.

This testing program is used by 39 U.S. states and territories and administered to nearly 2 million students every year.

Though ACCESS was formerly available as a paper-based test only, online ACCESS 2.0 launched operationally in the 2015-2016 school year. A paper-based format is available for students who cannot take an online test. Also launched in 2016 was the WIDA Screener Online and WIDA Screener Paper, which are used to identify English language learners. With funding in part by a four-year U.S. Department of Education Enhanced Assessment Grant, CAL worked with the WIDA Consortium, the Wisconsin Department of Public Instruction, Data Recognition Corporation and MetriTech to design, develop, pilot-test, field-test, analyze and operationalize these innovative online assessments.



Online ACCESS 2.0 was launched during the 2015-2016 school year to add innovative digital tools to the ACCESS 2.0 assessment suite.

In particular, the oral proficiency portion of the test has been completely redesigned and now features value-added innovations such as a virtual test administrator and virtual model student as well as student self-recording of their responses for later centralized scoring. The listening and reading portions of the test are now delivered using a multi-stage adaptive testing model.

CAL has also researched and developed innovative item types such as drag-and-drop and hotspot tasks for listening and reading, and is exploring the use of animations and other navigation features to enhance students' experiences with the test and their ability to demonstrate their proficiency in English more directly.

After field testing was completed in 2015, CAL carried out psychometric analyses and, in the summer of 2016, participated with WIDA in conducting a two-phase standard setting study to link domain and composite scores to the proficiency levels defined in the WIDA ELD Standards.

This work resulted in new cut scores for all domain and composite scores and new scale score to proficiency level score lookup tables which are now applied to all WIDA tests that are based on the ELD Standards.

CAL also created extensive rater training materials for the speaking and writing portions of ACCESS 2.0 (online and paper) and WIDA Screener (online and paper) for use by thousands of teachers and hundreds of professional raters.

As CAL completes the first Annual Technical Report for online ACCESS 2.0, as well as other validation research on the assessment, CAL uses the results of this research in the annual refreshment of the new online test as well as in its continued exploration of using cutting edge innovations afforded by online testing in a large-scale English language proficiency testing program.

Dorry M. Kenyon, PhD, Vice President, Language Assessment Division, and Jennifer Norton, EdD, Director, Test Development, Language Assessment Division

Visit www.cal.org/wida to learn more.

CAL develops innovative item types such as drag-and-drop and hotspot tasks and using animations and other navigation features to enhance students' experiences with the test and their ability to demonstrate their proficiency in English more directly.

LANGUAGE ASSESSMENTS

STARTALK: IMPROVING THE TEACHING OF CRITICAL LANGUAGES



STARTALK is 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, Korean, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu.

For the past 10 years, CAL staff have supported and promoted 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 the evaluation of the summer program experience, expanding 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 and developing an evaluation report on each of the individual stakeholders.

Beginning in 2008, CAL developed an assessment training program to help teachers, teacher trainers, and program directors learn about and plan for assessment in their STARTALK summer programs. This program pays particular attention to assessing language growth in short-term programs for students at beginning proficiency levels: Novice and Intermediate on the ACTFL Proficiency Guidelines–Speaking. The program combines online and face-to-face professional development to offer participants assessment training consistent with the National

Standards for Foreign Language Learning. As a follow-up to the course, CAL also offers participants access to another of its online assessment trainings, which focuses on the oral proficiency assessment of K–8 learners.

Visit www.cal.org/startalk to learn more.

THE ASSESSMENT AND EVALUATION LANGUAGE RESOURCE CENTER



In 2014, Georgetown University and the Center for Applied Linguistics established the Assessment and Evaluation Language Resource Center (AELRC), one of 16 national language resource centers funded by the U.S. Department of Education.

The AELRC conducts and disseminates research on best practices in world language assessment and evaluation. AELRC activities include an annual, free, online course for teachers on the principles of language assessment; biannual updates to the Foreign Language Assessment Directory; and an online annotated bibliography of research on heritage language assessment and program evaluation.

CAL's AELRC staff developed and presented a literature review at the ACTFL convention on the relative difficulty of learning different languages. They are also developing a framework for an assessment of game-based intercultural simulation and assessment.

CAL partnered with Georgetown University to host the 2016 Georgetown University Round Table on Languages and Linguistics (GURT), whose theme was Useful Assessment and Evaluation in Language Education.

Anne Donovan, Project Manager

Visit www.cal.org/aelrc to learn more.

ECOLT CELEBRATES 15 YEARS OF COLLABORATION ON LANGUAGE TESTING AND RESEARCH

ECOLT



CAL has organized the East Coast Organization of Language Testers (ECOLT) annual conference since 2002 and continues to support the organization in collaboration with the Assessment and Evaluation Language Resource Center, the Second Language Learning and Testing Foundation, and Georgetown University. ECOLT represents an East Coast group of professionals, scholars, and students who are involved in language testing projects and research. One of the organization's goals is to support connections between academia, K-12 education, government, and for-profit and not-for-profit testing organizations. In addition to providing a forum for continued learning and networking, ECOLT strongly supports the work of graduate students by providing a platform for them to present their research and by offering an annual award for the best student paper. With the participation of language testers from government, academia, nonprofit organizations, and business, as well as students, the conference has grown from 60 attendees in 2002 to more than 130 attendees in 2016, its 15th annual conference. A survey of 2016 conference participants showed that 35% were first-time attendees while over 20% had attended for at least 5 years.



Each year, leaders in the language testing field have served as plenary speakers, with presentations focused on themes that include current practices in language testing, bridging theory and practice, and innovations in language assessment.

SPOTLIGHT ON ECOLT PLENARY SPEAKERS:

- 2016: Xiaoming Xi
- 2015: Paula Winke
- 2014: Tim McNamara
- 2013: John Norris
- 2012: Steven Ross
- 2011: Carol A. Chapelle
- 2010: James E. Purpura
- 2009: John de Jong
- 2008: Richard Leucht
- 2007: Dorry M. Kenyon
- 2006: Micheline Chalhoub-Deville
- 2005: John L. D. Clark
- 2004: Sara Cushing Weigle
- 2003: Lyle Bachman
- 2002: Charles Stansfield and Elana Shohamy

For the ECOLT conference in 2017, **Dr. Margaret E. Malone** of the Assessment and Evaluation Language Resource Center, Georgetown University, and the American Council on the Teaching of Foreign Languages will deliver a plenary address focusing on assessment literacy.

Anne Donovan, *Project Manager*

Visit www.cal.org/ecolt to learn more.

LANGUAGE ASSESSMENTS

ASSESSMENT RESOURCES FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

ENGLISH PROFICIENCY TESTS

Proficiency in English has become increasingly important in a globalized world. Many governments, ministries of education, and private enterprises encourage proficiency in English in employees, students, and citizens as a means to compete in the global marketplace. Early English education, along with exposure to technology, is a key activity in achieving long term national and business goals, such as attracting foreign investment and jobs and encouraging innovation.

CAL draws on its wealth of experience in working with language learners and educators around the world to offer a wide range of effective, research-based resources for the teaching and learning of English as a foreign language, including language assessments that can measure the English proficiency of adults and children. By developing, maintaining, and administering valid and reliable assessments, CAL is able to have a positive impact and support countries in reaching their English language proficiency goals.

CAL offers a wide range of effective, research-based resources for the teaching and learning of English as a foreign language, including language assessments that can measure the English proficiency of adults and children.

In 2015, CAL developed assessments for students of English in Mexico. The CAL English Proficiency Test for Students: Listening and Reading (CAL EPT for Students) is designed to measure the English language

listening and reading proficiency of students in the sixth year of primary and the third year of secondary public schools in Mexico.

The assessment can be used to gather information on the development of students' English language proficiency over time as well as to provide a snapshot of where students are at a given point in time. Educators and administrators can use this information to inform changes and improvements to language programs. In addition, students and their families can use the information to better understand how the students are growing in their English language proficiency and help them make plans for continued language study.

The CAL EPT for Students was developed taking into account the Mexican curriculum and culture. All portions of the student assessment are aligned with the Mexican English language curriculum and with the language proficiency levels described in the Common European Framework of Reference (CEFR) and the Certificación Nacional de Nivel de Idioma (CENNI), the Mexican national framework for language proficiency. The assessment has received federal approval by the Dirección General de Acreditación Incorporación y Revalidación (DGAIR), which is the Mexican federal authority that approves language tests for use in Mexico.

The CAL EPT for Students complements the CAL EPT for Teachers, a previously developed measure of English language proficiency for teachers of English in Mexico. The CAL EPT for Teachers measures the four language domains of reading, writing, speaking, and listening and serves as a diagnostic assessment. It has also received federal approval from DGAIR. Both the CAL EPT for Teachers and the CAL EPT for Students have been administered successfully in Mexico in several states.

Victoria Nier, Manager, Venture Assessments;
and Daniel Lieberman, Director, Product and Service Operations

Visit www.cal.org/cal-ept to learn more.

ASSESSING THE ENGLISH PROFICIENCY OF ADULTS IN THE UNITED STATES

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. While used in a variety of programs for different purposes, they are most often used in programs required to provide evidence of learner progress to the U.S. Department of Education's National Reporting System (NRS).

BEST Plus is a face-to-face oral interview that measures the performance of adult English language learners over the full range of proficiency levels represented in adult ESL programs in the United States. BEST Literacy tests reading and writing skills using authentic situations specifically geared for adult English language learners in the United States. Both assessments are commonly used for NRS reporting, and both have been reviewed and approved by the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE, formerly the Office of Vocational and Adult Education). Both of these tests are also used by programs that are funded by sources other than the federal government, for example, the United Way, community-based organizations, or entities such as state correctional institutions.

BEST Plus 2.0

In 2015 and 2016, CAL worked on transitioning BEST Plus from a static testing instrument to a dynamic, operational testing program. On July 1, 2016, CAL released the refreshed version of the test, BEST Plus 2.0, which includes new test items and new cut scores. The new operational testing program includes ongoing replacement of test items and monitoring of operational test data to facilitate maintenance and continual improvement of the assessment program. This will allow CAL to continue to provide a useful and cost-effective way for educational programs to evaluate the oral language proficiency of adult English learners in the United States. CAL plans to provide online reports and assessment research briefs on the technical quality of BEST Plus 2.0 and future versions.



BEST Literacy

CAL's adult ESL proficiency assessment for reading and writing, BEST Literacy continues to be approved under the NRS system for use with federally funded programs. CAL intends to apply the same methodology used in the refreshment of BEST Plus to refresh BEST Literacy and transition the assessment to an operational testing program. BEST Literacy is currently used by programs in 39 U.S. states and territories.

Together, BEST Plus and BEST Literacy measure the proficiency of adult English learners in all four skills: listening, speaking, reading, and writing.

Updates

Both BEST Plus and BEST Literacy are aligned with the NRS educational functioning level (EFL) descriptors for adults learning English as a second language. These descriptors are currently being revised by OCTAE and are anticipated to be released in a year or two. All federally approved tests will need to be aligned with the updated descriptors once they have been finalized and are operational. CAL plans to align both BEST Plus and BEST Literacy to the updated descriptors upon their release to the field. As part of this process, CAL is currently undertaking efforts to move BEST Plus to a new software system, update the test's underlying algorithm, and continue to follow best practices in operational testing. CAL is also revising BEST Literacy to ensure that the content of the test is updated and that the test can measure the full spectrum of English language proficiency as expected to be outlined in the new EFL descriptors.

Victoria Nier, Manager, Venture Assessments; and Daniel Lieberman, Director, Product and Service Operations

Visit www.cal.org/aea to learn more.

LANGUAGE AND CULTURAL EDUCATION



Proficiency in more than one language is a valuable skill to be cultivated and nurtured in our schools and communities. CAL believes that multilingualism is beneficial for individuals and societies and that effective language education should be widely available.

For almost sixty years, CAL has conducted research into how language is effectively taught and learned, creating a wide range of resources to support educators and practitioners, to foster bilingualism and biliteracy, and to increase understanding of languages and cultures as important individual and societal assets.

Visit www.cal.org to learn more.

INVESTIGATING LANGUAGE POLICIES IN IB WORLD SCHOOLS

In this project, CAL conducted research on behalf of The International Baccalaureate (IB) Organization to examine language policy (LP) development and implementation in IB schools.

The following research questions guided the project's overall approach:

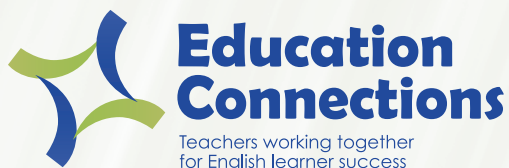
1. What are the key activities involved in the process of language policy development and implementation?
2. How does the development and implementation of a language policy differ in various settings? and
3. How are IB documents about language and learning and language policy used by schools and programs in their development and implementation of language policies?

The study employed an in-depth multi-site case study approach, utilizing document analysis, interviews, site visits, and classroom observations. Eight case studies were included, representing eight different countries in all three IB regions (Americas, Asia Pacific, and Africa, Europe, and Middle East), and both public and private schools. Although all eight schools had language policies in place, variations existed in the processes by which they were developed and the extent to which they were implemented consistently across the school. In some cases, language policies were developed solely by a high-level administrator while in others policy development involved school-wide dialogue including administrators, teachers, support staff, parents and students. In cases where it was developed through a school-wide endeavor, respondents demonstrated a higher level of comfort with and dedication to the school's language policy.

The findings of the final report also included recommendations for IB schools on development and implementation of language policy.

Joanna Duggan, *Research Associate with Molly Fee*; **Na Liu**, PhD; **Terrence G. Wiley**, PhD; and **M. Beatriz Arias**, PhD

PROMOTING TEACHER NETWORKS TO BOOST ENGLISH LEARNER SUCCESS



Education Connections is an open network of educators created to promote standards-aligned sheltered instructional methods to support the language and content learning of English learners.

The Education Connections website, hosted on the ObaVerse platform through the University of Oregon, serves as an online portal to educators in the United States and around the world. It provides access to a range of freely available resources that are catalogued and searchable, and to instructional tools for developing and adapting lessons to better meet the needs of English learners. Through free webinars, teachers have access to leading experts, scholars, and teacher leaders around the country in the field of language minority schooling. Webinar presenters in 2015 included Tim Blackburn, Education Northwest; Marguerite Lukes, Ph.D., The International Network for Public Schools; Wayne E. Wright, Ph.D., Purdue University; Mariana Castro, Ph.D., and Ruslana Westerlund, Ed.D., the University of Wisconsin and WIDA; and José Medina, Ed.D., Center for Applied Linguistics. A library of webinars is available online for easy viewing and ongoing reference. Teachers can also participate in online forum discussions, including weekly Tuesday Tips and Friday Fun Facts about language teaching and learning.

In a related project funded by the Investing in Innovation (i3) fund overseen by the Office of Innovation in the U.S. Department of Education, CAL is studying the impact of Education Connections activities with a focus on mainstream teachers with limited prior exposure to sheltered methodology. Two randomized control and quasi-experimental studies investigating Education



Connections are currently underway in the following districts: Charlotte-Mecklenburg Schools, North Carolina; Fresno Unified School District, California; Frederick County Schools, Winchester City Schools, and Harrisonburg City Schools, Virginia; and Prince George's County Schools, Maryland. Project partners include the University of Oregon's department of Global and Online Education, TESOL International, and SRI International.

Education Connections provides a virtual network for educators to share best practices and learn sheltered instructional methods to support the language and content learning of English learners in their classrooms.

CAL received a new 2-year grant in 2015, Enhanced Education Connections, which focuses on developing teacher leaders who, in turn, nurture and create their own networks of teachers. Launched in two sites (the Albany region of New York and Fitchburg, Massachusetts), Enhanced Education Connections provides support to teachers through both face-to-face and virtual interactions, engagement, and exchanges. Teacher leaders will connect with both High-Touch and Light-Touch educator networks through in-person meetings, conference attendance, recorded presentations, Wikispaces, Google Classrooms, blogs, Twitter, Facebook, and Pinterest.

Sarah Catherine K. Moore, PhD, Director, PreK-12 EL Education, Sponsored Projects

Visit www.cal.org/what-we-do/projects to learn more.

LANGUAGE AND CULTURAL EDUCATION

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS PROGRAM CELEBRATES 10TH ANNIVERSARY

The English for Heritage Language Speakers (EHLS) program observed its 10th year of successful operation in June 2015 with two major events. On June 5, EHLS directors from CAL, Georgetown University, and the National Security Education Program (NSEP) provided the plenary presentation at the monthly meeting of the Interagency Language Roundtable. The plenary outlined the program's history, explained its structure and instructional design, and described the language proficiency gains achieved by participants. Attendees at the plenary included representatives from a variety of agencies within the State Department, the Defense Department, and the intelligence community.

The EHLS program hosted a formal observation on the Georgetown campus on June 17, 2015. Senior representatives from a variety of federal agencies, program staff from CAL and Georgetown, and current and former program scholars attended the event. Speakers included Mr. Daniel Feehan, Deputy Assistant Secretary of Defense for Readiness, and the Honorable Tim Roemer (D-IN) and the Honorable Rush Holt, Jr. (D-NJ), both of whom were instrumental in developing the authorizing legislation for the program.

CAL is proud to be the founding provider of this ongoing program that gives native speakers of critical languages the professional English proficiency they need to secure positions with the federal government. CAL works closely with the Georgetown Center for Language Education and Development and with the program's sponsor, the National Security Education Program (part of the Defense Language and National Security Education Office, U.S. Department of Defense), to make the program a success.

Jennifer Renn, PhD, Director, Adult English Language and Literacy Education Research with Deborah Kennedy, former Associate Vice President, Adult English Language Education, Center for Applied Linguistics

CAL is proud to be the founding provider of this ongoing program that gives native speakers of critical languages the professional English proficiency they need to secure positions with the federal government.

Visit www.ehlsprogram.org to learn more.

ADULT ENGLISH LANGUAGE LEARNERS

Curricular Materials and Teacher Guidelines for the Federal Trade Commission's Consumer Protection Website, Consumer.gov

CAL has worked with the Bureau of Consumer Protection at the Federal Trade Commission (FTC) over several years to develop the agency's ability to convey essential consumer protection and fraud prevention messages to readers with low levels of literacy in English.

This work resulted in Consumer.gov and Consumidor.gov, parallel websites in English and Spanish that address key financial literacy topics.

In 2015, CAL completed development of curricular materials that will enable educators to use the two sites to develop content knowledge and Internet navigation skills in their adult learners.

The teacher materials for Consumer.gov focus on developing English reading proficiency in both native and nonnative speakers of English, while those for Consumidor.gov promote development of reading proficiency in Spanish for native speakers with limited educational experience.

Teachers and tutors can use the materials to introduce adults with limited experience as readers and as Internet users to literacy in the digital context.



The materials consist of a teacher's manual that includes a set of eight research-based principles for teaching adult language learners and four teacher guides on the topics listed below.

- ▶ Teaching basic literacy and Internet navigation to adults
- ▶ Teaching emergent adult readers
- ▶ Using college and career readiness standards in instruction for adults
- ▶ Scaffolding English instruction for native Spanish speakers

CAL has also regularly conducted workshops for personnel and contractors at the Bureau of Consumer protection at the FTC on communicating with adults who have limited literacy skills. The training covers strategies for simplifying complex messages and writing for the web.

DeAnna Coon, Director, Adult English Language Education Services

Visit www.cal.org/publications and click on consumer protection websites to learn more.

LANGUAGE AND CULTURAL EDUCATION



FOCUS ON IMMIGRANT AND REFUGEE INTEGRATION

CAL has been a leader in immigrant and refugee integration since 1975, helping newcomers understand fundamental aspects of life in the United States and helping communities, educators, and service providers understand the backgrounds, cultures, and linguistic heritage of the new members of our society. Given opportunity, newcomers become significant contributors, sharing linguistic and cultural assets as well as innovative ideas, entrepreneurial skills, and drive, all of which make our communities stronger.

Professional Development for Educators Working with Newcomers

CAL is currently focused on developing strategies for educational success for immigrants across a wide range of ages and language proficiency levels. One of our newest CAL Institutes provides professional development for educators working with newcomers.

Newcomers in Your Schools: Cultural Connections and Instructional Strategies, addresses a variety of strategies for increasing learning and inclusion.

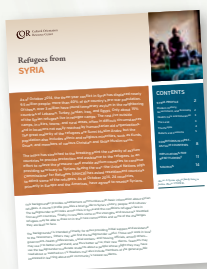
Visit www.cal.org/institutes to learn more.

Advocating for Refugee Populations

Through its membership in the Refugee Council USA (RCUSA), CAL has been actively participating in advocacy efforts related to the global migration crisis, and the Syrian refugee crisis in particular. CAL joins other refugee-serving organizations in calling for an urgent increase in the number of Syrians resettled to the United States and the strengthening of refugee services and education programming in preparation for the increase in refugee admissions.

Backgrounder: Refugees from Syria

This 15-page document about the experiences and needs of Syrian refugees can be downloaded free of charge from the CAL website.



CAL remains committed to making longer-term Americans aware of the resources and values brought to the United States by its newest residents. We have a key role to play as discussion of the contributions of newcomers to our society is elevated to a prominent role in our national discourse.

Sanja Bebic, Senior Consultant, Immigrant and Refugee Integration

Visit www.cal.org/iri to learn more.

Cultural Orientation Resource (COR) Center

The Cultural Orientation Resource (COR) Center was housed at CAL for 15 years, serving as the national technical assistance provider for both overseas and domestic refugee orientation and providing timely information on the backgrounds and likely resettlement needs of new refugee groups. CAL continues to make the COR Center website available to ensure that information and resources from this project remain readily available.

Visit www.culturalorientation.net to learn more.

EXPANDING PROFESSIONAL DEVELOPMENT LEARNING OPPORTUNITIES THROUGH CAL INSTITUTES

Responding to practitioner needs, CAL now offers more than 20 DC-based institutes throughout the year on a range of topics related to the instruction of linguistically and culturally diverse students. Current topics address language and literacy acquisition, content and language integration, response to intervention, building cultural competency, and dual language instruction. Mirroring CAL's site-based professional development services, CAL Institutes are informed by current research on the academic achievement of language learners and showcase classroom-based strategies. Participants have the opportunity to modify the approaches learned and plan how to use the information to best meet the needs of the teachers and students in their schools and districts.

Complementing our site-based professional development services, CAL Institutes offer a unique opportunity for participants to network about issues in language learning with colleagues from across the country and around the globe.

For example, at the Newcomers in Your School institutes, attendees find it useful to compare their level of preparedness for welcoming newcomers and discuss strategies to promote newcomers' learning and well-being. At the SIOP Training of Trainers, participants learn from each other's plans for implementing the professional development through workshops and job-embedded support onsite at their own schools.

Complementing our site-based professional development services, CAL Institutes offer opportunities for participants to network about issues in language learning with colleagues from around the globe.



Institute content is tailored to the needs of our different audiences. Our Training of Trainers sessions give districts the tools to develop in-house capability to provide professional development for their educators. For example, attendees of the What's Different training of trainers become familiar with research-based principles of literacy instruction for English learners and receive guidance on how to use this information to provide professional development for teachers in their districts. Participants receive a CAL Certificate of Completion that can often be used to obtain continuing education credits from schools or districts. Several CAL Institutes are also available for two graduate credits in partnership with Trinity Washington University.

CAL Institutes are offered at CAL and at a local hotel in Chevy Chase, Maryland. They are typically offered in the summer and fall. Striving to provide an optimal experience for attendees, CAL continually reviews, refines, and expands upon institute content based on participant feedback.

Annie Duguay, Director, CAL Solutions, PreK-12 EL Education

Visit www.cal.org/institutes to learn more and register.

LANGUAGE AND CULTURAL EDUCATION

INCREASE KNOWLEDGE OF SHELTERED INSTRUCTION THROUGH SELF-PACED ONLINE EDUCATION

Sheltered instruction delivers language-rich, grade-level content area instruction to English learners. Though sheltered instruction is an essential component of instruction for English learners, educators often do not have the tools to effectively incorporate its features into their teaching practice.

Thus, to help teachers and administrators increase their knowledge of research-based sheltered instruction, CAL developed a self-paced online course based on the widely implemented and research-based SIOP Model. Utilizing design principles from CAL's face-to-face professional development, *Fundamentals of Sheltered Instruction: Featuring the SIOP Model* provides learners with a multimedia experience to become familiar with instructional techniques that promote the simultaneous development of English proficiency and grade-level content knowledge.

The introductory course is divided into three modules that address the core understandings and practices of sheltered instruction: Overview of Sheltered Instruction and the SIOP Model, Learning a Second Language in the Classroom, and Creating Content and Language Objectives.

Each module includes authentic classroom video, narrated PowerPoint presentations, readings, quizzes, sample SIOP Model lesson plans and activities, and opportunities for learners to reflect on their new learning.

Learner outcomes include a better understanding of how English learners acquire content and language in the classroom and an awareness of the language of schooling in order to help educators set and meet important and relevant language and content goals for their lessons.

Participants receive a Certificate of Completion from CAL that can often be used to obtain continuing education credit.

Jennifer Himmel, Senior Director, Sheltered Instruction and CAL SIOP

Visit www.cal.org/online to learn more.



Teachers can increase their knowledge of research-based sheltered instruction methodologies through affordable online courses.

FOCUS ON DUAL LANGUAGE AND BILINGUAL EDUCATION

National Dual Language Forum



CAL's Board of Trustees has directed the organization, as part of its mission, to establish the National Dual Language Forum (NDLF) to promote the benefits of dual language education and foster collaboration among key organizations and individuals dedicated to dual language and bilingual education across the country.

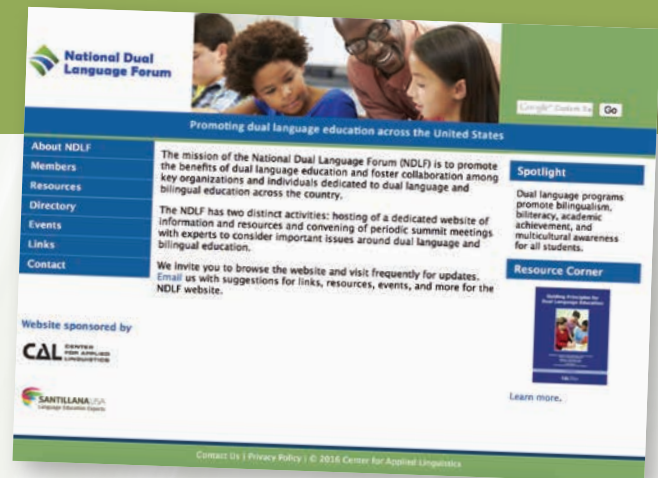
The NDLF has two distinct activities: hosting a dedicated website of information and resources, and convening periodic meetings with experts in the field to develop and disseminate white papers on important issues connected to dual language education.

The NDLF website, sponsored in partnership with Santillana USA, serves as a portal to a wide array of resources designed to help educators understand the essential components of bilingual and dual language education and to provide them with guidance on how to implement high-quality, effective programs. The NDLF website also links to CAL's revamped Dual Language program directory.

CAL is reaching out to many organizations to invite them to become members of the National Dual Language Forum. NDLF Advisory Committee meetings and will focus on national policy issues, advocacy for dual language education and dual language students, and development and dissemination of findings for a variety of stakeholders, including policy makers, researchers, legislators, educators, and parents.

M. Beatriz Arias, PhD, Vice President, Chief Development Officer; José Medina, EdD, Director, CAL Solutions: Dual Language and Bilingual Education; and Barbara Kennedy, EdD, Director, Dual Language Sponsored Projects

Visit www.cal.org/ndlf to learn more.



The National Dual Language Forum promotes the benefits of dual language education and fosters collaboration among key organizations and individuals dedicated to dual language and bilingual education across the country.

MINI SPOTLIGHT

K-12 Biliteracy Pathways

CAL is working with the Oregon State Department of Education to support K–12 Biliteracy Pathways project grant recipients in the development, implementation, and evaluation of dual language programs. Project activities include providing technical assistance; facilitating a Professional Learning Community (PLC) for grantees with bi-monthly asynchronous meetings to support project implementation; reporting on the implementation status of each grant recipient's project and the Community of Practice; evaluating each grantee's overall project with a focus on student biliteracy outcomes; and providing guidance to strengthen programs, with a particular focus on the development and long-term viability of strong K–12 biliteracy pathways and the possibility of replicating effective biliteracy pathways across the state.

Igone Arteagoitia, PhD, Research Associate; and Barbara Kennedy, EdD, Director, Dual Language Sponsored Projects

LANGUAGE AND CULTURAL EDUCATION

Partnering to Promote Dual Language Education: CAL and Santillana USA



We are pleased to announce CAL's partnership with Santillana USA to focus on a variety of activities related to dual language education in the United States.

CAL and Santillana announced their partnership at the ACTFL 2015 conference, coinciding with the launch of our jointly sponsored National Dual Language Forum website.

Through this partnership, CAL and Santillana are developing a wide range of activities to support dual language education, including professional development services, innovative online courses, and new publications. The following were launched through the partnership in 2015 and 2016:

Dual Language Education Fundamentals Workshop Featuring the Guiding Principles for Dual Language Education

This informative and interactive one-day workshop helps participants understand the fundamentals of dual language education as they explore the research base and key components of dual language programming and instruction through the lens of the widely used *Guiding Principles for Dual Language Education*.

Introduction to Dual Language Education: Key Features and Best Practices

This new, interactive, self-paced online course is designed to provide a comprehensive introduction to dual language education with a focus on the three pillars of dual language education used by successful programs.

Visit www.cal.org/cal-susa to learn more.

UPDATING THE GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

As part of its commitment to dual language education in the United States, CAL is collaborating with leaders in the field to develop the third edition of the widely-used *Guiding Principles for Dual Language Education*.

M. Beatriz Arias from CAL serves as senior advisor on the project with Elizabeth Howard of the University of Connecticut serving as the project leader. We are pleased that the team includes both original and new authors, including José Medina and Barbara Kennedy from CAL, plus an advisory panel that represents diverse perspectives in terms of geography, type of dual language program, target languages, and student demographics.

The original strands will be updated and reordered and will also include components related to cultural proficiency. Instead of appearing as a stand-alone piece up front, each strand will have its own short literature review. The literature reviews for each strand are being updated, especially in the curriculum and instruction strands as there has been more research in these areas.

CAL will publish this new edition along with Dual Language Education of New Mexico and Santillana USA with the launch scheduled at La Cosecha 2017.

M. Beatriz Arias, PhD, Vice President, Chief Development Officer, and José Medina, EdD, Associate Director, Language and Cultural Education Division

Watch www.cal.org for updates.

LANGUAGE POLICY RESEARCH NETWORK



PROMOTING A GLOBAL NETWORK FOCUSED ON LANGUAGE POLICY

CAL manages the Language Policy Research Network (LPRen), an international network of scholars, researchers, and stakeholders in the field of educational language policy. LPRen's mission is to promote the development of networks and rich collaboration around issues of language policy.

LPRen's advisory committee consists of over 800 internationally recognized scholars and experts representing 15 countries around the world. The committee reviews proposals for LPRen-sponsored panels at major international conferences.

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.

Terrence G. Wiley, PhD, President and CEO, and Shereen Bhalla, PhD, Research Associate, Center for Applied Linguistics

Visit www.cal.org/lpren to learn more.

EVENT SPOTLIGHT

Language Diversity and Its Impact on Poverty and Economic Integration in a Changing World

Event Honoring International Mother Language Day 2016

Presented by Center for Applied Linguistics, SIL International, Society for International Development (SID), Save the Children, FHI-360, and Mother Tongue Based–Multilingual Education Network (MTB/MLE).

Poverty remains a real and ongoing issue to overcome around the globe and one whose solution includes economic integration for those impoverished. At the same time, the cultural and linguistic make-up of our world is quickly changing through migrations, both voluntary and forced. Migrations, including a global trend toward urbanization, bring peoples and languages into direct contact—and often conflict—where there may be no historic interactions or understanding. As people face poverty around the world, they need to overcome barriers to economic integration in many diverse geopolitical situations.

At this interactive event honoring International Mother Language Day, staff from the Center for Applied Linguistics joined a diverse group of panelists as they considered the following questions:

What is the relation between language diversity, poverty, and economic integration? How does the language a person speaks influence one's ability to be educated, hold a job, and be economically successful? Can proactively addressing language diversity be at the core of solutions, instead of being seen as part of the poverty problem?

Dr. Carol da Silva from Save the Children provided an overview to frame the panel presentations and following discussions. Dr. Terrence G. Wiley from CAL provided background on International Mother Language Day and presented Superdiversity: How Super and How Diverse? Dr. Maik Gibson from SIL International presented Urbanization and Language Complexities from his research within the African and Saharan/Sub-Saharan region. Dr. Shereen Bhalla briefly touched on the Syrian refugee crisis and shared a refugee backgrounder on this population developed by the Cultural Orientation Resource Center.



CONFERENCES AND EVENTS

CAL staff members regularly present at conferences and sponsor events 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 2014 through September 2016:

- ▶ AELRC Workshop: Student Oral Proficiency Assessment
- ▶ American Association for Applied Linguistics
- ▶ American Council on the Teaching of Foreign Languages
- ▶ American Dialect Society Annual Meeting
- ▶ American Educational Research Association
- ▶ American University Fall Conference: Community-Based Heritage Language Schools
- ▶ Boosting Success for 21st Century Learners Conference
- ▶ Bridging Language Acquisition and Language Policy Symposium
- ▶ California Association for Bilingual Education
- ▶ Challenging Change: 2015 Refugee Services Consultation
- ▶ Chinese Language Education Forum
- ▶ CLEAR Summer Workshop Series: The Basics of Assessment
- ▶ Colorado Association for Bilingual Education
- ▶ Commission on Adult Basic Education
- ▶ Community-Based Heritage Language Schools Conference
- ▶ Conference on Language, Learning and Culture: Next-Generation Assessment
- ▶ Conference on the Politics of Teaching and Learning Languages
- ▶ East Coast Organization of Language Testers
- ▶ Foreign Language Association of Virginia
- ▶ Games for Change Festival
- ▶ Georgetown University Round Table on Language and Linguistics
- ▶ International Association for World Englishes
- ▶ International Mother Language Day Events
- ▶ La Cosecha Dual Language Conference
- ▶ Language, Education and Diversity Conference
- ▶ Language Teacher Education Conference
- ▶ Language Testing Research Colloquium
- ▶ Linguistic Society of America
- ▶ MexTESOL
- ▶ Midwest Association of Language Testers
- ▶ Multidisciplinary Approaches in Language Policy and Planning
- ▶ National Association for Bilingual Education
- ▶ National Chinese Language Conference
- ▶ National Council of Less Commonly Taught Languages
- ▶ National Council on Measurement in Education
- ▶ National Two-Way Bilingual Immersion
- ▶ North Carolina State ESL Symposium
- ▶ Northeast Conference on the Teaching of Foreign Languages
- ▶ OSSE EL Summer Symposium
- ▶ PRTESOL 42nd Annual Convention
- ▶ Tenth International Symposium on Bilingualism
- ▶ TESOL International Convention & English Language Expo
- ▶ Texas Association for Bilingual Education
- ▶ Two-Way Bilingual Immersion
- ▶ WATESOL Fall Conference
- ▶ WIDA National Conference

Visit www.cal.org/news-and-events/calendar-of-events to learn more.

CHARLES A. FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP

There are people who, by their very nature, are destined to make an impact on the world during their lifetime and far beyond. These visionaries embody that rare combination of outstanding scholarship, superior leadership skills, and the ability to foster collaborations among a wide range of people to enrich the world around them. Charles A. Ferguson was just such a visionary and leader.



The Charles A. Ferguson Award for Outstanding Scholarship was created to honor the life and legacy of the man who, among his many accomplishments, founded the Center for Applied Linguistics and established the Department of Linguistics at Stanford University.

Visit www.cal.org/who-we-are/our-founder for updates.

2015 Recipient: Dr. Thom G. Huebner



Left to Right: Guadelupe Valdés, Donna Christian, Thom Huebner, Terry Wiley, G. Richard Tucker, Jodi Crandall, Bernard Spolsky

Huebner has published numerous books and over 40 articles in the areas of sociolinguistics, language policy, second language acquisition, and foreign language education. He has held academic positions at the University of Pennsylvania and Stanford University and has been visiting professor at Thammasat and Chulalongkorn Universities in Bangkok and at the Royal University of Fine Arts and the Royal University of Phnom Penh in Cambodia.

2016 Recipient: Dr. Wayne E. Wright



Left to right: Jodi Crandall, Wayne Wright, Shirley Brice Heath, Terry Wiley

and Education, and editor of the *Journal of Southeast Asian American Education and Advancement*. His most recent publications are *Foundations for Teaching English Language Learners: Research, Theory, Policy and Practice* (2nd ed., 2015), Caslon Publishing; and (co-editor) *The Handbook of Bilingual and Multilingual Education* (2015), Wiley-Blackwell.

Dr. Wayne E. Wright is Professor and the Barbara I. Cook Chair of Literacy and Language within the College of Education at Purdue University, West Lafayette, Indiana.

Wright earned his bachelor's and master's degrees from California State University Long Beach and his doctorate from Arizona State University. Prior to entering academia, Wright was a bilingual (Khmer), ESL, and SEI teacher in the Long Beach Unified School District from 1994 to 2000.

His research focuses on language and educational policies, programs, and practices for language minority students.

Wright is co-editor of the *Journal of Language, Identity,*

SCHOLARLY PUBLICATION INITIATIVES

CAL is committed to continuing its legacy of policy and thought leadership 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.

The list below reflects 2015–2016 publications by CAL staff and associates:

Adger, C. T., & Wright, L. J. (2015). Discourse in educational settings. In D. Tannen, H. E. Hamilton, & D. Schiffrin (Eds.), *The handbook of discourse analysis* (2nd ed., pp. 858–879). Malden, MA: Wiley-Blackwell.

Arias, M. B., & Wiley, T. G. (2015). Forty years after Lau: The continuing assault on educational human rights in the United States with implications for linguistic minorities. *Language Problems and Language Planning*, 39(3), 227–244.

Arkorful, K., & Adger, C. T. (2015). Language-in-education policy and practice in Ghanaian classrooms: Lessons from School for Life's complementary education programme. In A. Yiakoumetti (Ed.), *Multilingualism and language in education: Current sociolinguistic and pedagogical perspectives from Commonwealth countries* (pp. 31–47). London, UK: Cambridge University Press.

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Christian, D. (Ed.) (2016). Dual language education: Current research perspectives [Special issue]. *International Multilingual Research Journal*, 10(1). Retrieved from <http://www.tandfonline.com/toc/hmrj20/10/1>

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Kennedy, D. (2015). Internet usability and relevance: Promoting digital inclusion with Consumer.gov. In I. van de Craats, J. Kurvers, & R. van Hout (Eds.), *Adult literacy, second language and cognition*. Nijmegen, Netherlands: Centre for Language Studies.



Kennedy, D., & Hansen, C. (2015). Developing superior language proficiency and analytical skills for the federal workforce. In T. Brown & J. Bown (Eds.), *To advanced proficiency and beyond: Theory and methods for developing superior second-language ability*. Washington, DC: Georgetown University Press.

Kenyon, D. M., & Römhild, A. (in press). Standard setting in language testing. In A. J. Kunnan (Ed.), *The companion to language assessment*. Oxford, UK: Wiley-Blackwell.

Liu, N. Lin, C-K., & Wiley, T. G. (2016). Learner views on English and English language teaching in China. *International Multilingual Research Journal*, 10(2), 137–157.

Medina, J. (2015). *Campus principals' perceptions of how principal mentorship influenced their ability to lead a dual language campus in one Texas school district* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No.3721283)

Moore, S. C. K., & Wiley, T. G. (2015). Interpretive policy analysis for language policy. In F. Hult & D. C. Johnson (Eds.), *Research methods in language policy and planning: A practical guide*. Hoboken, NJ: Wiley-Blackwell.

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Young-Scholten, M., Peyton, J. K., Sosinski, M., & Manjón Cabeza, A. M. (2015). LESSLA teachers' views of the knowledge and skills they need: An international study. In I. van de Craats, J. Kurvers, & R. van Hout (Eds.), *Adult literacy, second language, and cognition. LESSLA Proceedings 2014*. Nijmegen, Netherlands: Centre for Language Studies.

SCHOLARLY PUBLISHING INITIATIVES

CAL Briefs are free, downloadable reports on topics of current high interest in applied linguistics and language education designed to help translate research into practice.

Using Sheltered Instruction to Support English Learners

Amy Markos, Arizona State University, and Jennifer Himmel, Center for Applied Linguistics



This CAL Practitioner Brief provides an overview of sheltered instruction. It first describes when and how to use sheltered instruction to support English learners. It then discusses fundamental components of sheltered instruction, including content and language objectives, instructional strategies (with suggestions for specific content areas), and assessment of content learning.

It concludes with a list of resources to help teachers support students through sheltered instruction as they develop their English proficiency and master grade-level academic content.

Visit www.cal.org/briefs to learn more and download the free briefs.

MINI SPOTLIGHT

CAL Series on Language Education

Series editors: Terrence G. Wiley, M. Beatriz Arias, and Joy K. Peyton

Center for Applied Linguistics and Multilingual Matters

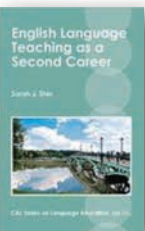
Current and aspiring education professionals need accessible, high-quality, research-based resources on language learning, instruction, and assessment. This series is designed to provide such resources, serving to inform teachers' classroom practice, enhance teacher education, and build the background knowledge of undergraduate and graduate students in applied linguistics and other language-related fields.

The books in this series will explore a broad range of issues in applied linguistics and language education and are written in a style that is accessible to a broad audience, including those who are new to the field. Each book addresses a topic of relevance to those who are studying or working in the fields of language learning, language instruction, and language assessment, whether in English as a second language or other world languages.

English Language Teaching as a Second Career

Sarah J. Shin

University of Maryland Baltimore County



The first in the *CAL Series on Language Education*, this book explores the experiences of adults who are preparing to teach ESL as a second career. Drawing from in-depth interviews and observations, this timely volume offers portraits of 30 TESOL graduate students, aged 45 to 73, as they develop as teachers. Their stories show how these individuals are applying their wide range of work and life experiences to their preparation as ESL teachers.

Visit www.cal.org/publications to learn more.

WHITE PAPER: LANGUAGE AND THE FULFILLMENT OF THE POTENTIAL OF ALL AMERICANS

CAL was commissioned by the American Academy of Arts and Sciences, *Commission on Language Learning*, to write a white paper addressing the overarching theme of how language is related to the ability of Americans to fulfill their potential as individuals and citizens.



The United States is primarily an English-speaking country. As a result, both fluency and literacy in English are essential for Americans and U.S. residents to achieve maximum social integration, educational achievement, economic mobility, and personal fulfillment. Although the vast majority of Americans speak English, not all have attained a level of proficiency or literacy in English that would allow them to fulfill their full potential. Meanwhile, many Americans speak or live in homes where a language other than English is spoken.

This paper is organized around four major questions:

1. How can we promote language access and ensure social justice for the over 60 million Americans who live in homes where a language other than English is spoken?
2. How can we ensure English communication ability and literacy (in English and other languages) for all residents of this country?
3. How can we ensure that speakers of languages other than English have the right and means to maintain and transmit their native tongue?
4. How can we guarantee provision of language services to those who need them?

The paper references Census and educational data regarding what is known about the language abilities of the U.S. population, and it makes recommendations with implications for policy and practice.

Visit www.cal.org/resource-center/publications/aaas-language-fulfillment to download the white paper.

FINANCE AND OPERATIONS REPORT



During the 2015 and 2016 fiscal years, the Center for Applied Linguistics continued to operate in the context of a rapidly shifting global funding landscape. CAL responded effectively by demonstrating a strong capacity to reshape how it serves its important mission.

Diversification in sources of revenue continues to be a key strategy in positioning CAL for financial stability now and in the future. CAL receives contracts and grants from both private grantors and federal agencies. As with many organizations, this portion of CAL's business has been in modest decline in recent years due to increased competition, fewer grant opportunities, and ongoing restrictions of funding opportunities to specific types of organizations (i.e., minority or woman-owned companies). CAL's ongoing efforts to improve the diversity of funding streams have been successful, with a growing portion its funding coming from non-federal sources.

CAL has expanded its business models to offer a growing cadre of innovative services and products to meet the needs of a wide range of funders, clients, and stakeholders. These activities also provide discretionary revenue to support an array of mission-related activities, such as dissemination of free online briefs and reports. We continue to develop and sustain strong partnerships with organizations with similar values, leveraging the strengths of each organization to offer new resources and reach new markets.

Because CAL receives federal funding, the organization is subject to a stringent A-133 audit. The audit for the 2016 fiscal year financial operations was conducted by CliftonLarsonAllen LLP, a national CPA firm. This audit firm concluded that CAL's financial statements were fairly presented, in all material respects, in conformity with generally accepted accounting principles and thereby issued an unqualified opinion with no findings or comments.

While CAL's financial position remains strong, the organization ended the 2016 fiscal year with total operating revenue of \$14 million, experiencing an expected decline of a little over 8% from FY2015. CAL's 2016 fiscal year ended with a slight overall deficit of \$139k, with total Net Assets experiencing a modest decline from \$4.4 million to a still substantial \$4.25 million.

This revenue decline was caused by a 15% reduction in contract and grant revenue, which was to some extent ameliorated by an encouraging 5% revenue increase in CAL's delivery of professional development services, as well as more modest revenue increases in our product and test sales. Due in large part to the dedicated efforts of CAL staff, the organization entered its 2017 fiscal year in a strong financial position.

Looking to the future, we remain committed to thoughtful stewardship of CAL's resources with a focus on three key pillars for success: growth, sufficient liquidity, and expense management. The commitment of the board of trustees and staff to CAL has never been stronger and its programmatic activities, from projects to providing quality products and services, remain the foundation of everything CAL does in support of its important mission.

Charles Lorenzetti
Vice President & Chief Operating Officer

2015-2016 BOARD OF TRUSTEES

The 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.



Front row (left to right); Antonia Yetunde-Folarin Schleicher; Sandra Lee McKay; Naomi Silverman
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*transition during 2015-2016 timeframe



Pictured: Left to right

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Photo taken April 17, 2017



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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, language variation and dialect studies, and the education of linguistically and culturally diverse adults and children.

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