

CALreporter

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CAL
CENTER FOR APPLIED LINGUISTICS
Improving communication through
better understanding of language and culture

Silvia Pessoa selected as the 2005 Tucker Fellow

The G. Richard Tucker Fellowship program for master's and doctoral students in language-related fields is in its 15th year. Each year, a new Tucker Fellow is selected for a 4-week residency at CAL's offices in Washington, DC. The Fellow works with CAL senior staff on an existing CAL research project or on a suitable project suggested by the Fellow.

This year's Tucker Fellow was Silvia Pessoa, a native of Uruguay, who earned degrees in linguistics and TESOL from Eastern Michigan University. She is currently a doctoral candidate at Carnegie Mellon University, studying second language acquisition. For her dissertation research, she has chosen to conduct a qualitative ethnographic study of a community of Uruguayan immigrants in Elizabeth, New Jersey, with a specific focus on English/Spanish biliteracy among high school students. Most of her research will involve first and second generation Uruguayans, but it will also include some third generation students. She plans to conduct her field work and collect data during the 2005-

2006 school year. She will then move to Sweden to join her husband and finish writing her dissertation.



While at CAL, Silvia helped conduct research for a project on adolescent ESL literacy and read and wrote abstracts for a literature review on the topic. "The Tucker Fellowship provided me with the opportunity to meet many of the CAL staff," Silvia says, "and they provided me with ideas for data collection and research that will prove helpful as I begin work on my dissertation." She added, "I also enjoyed the opportunity to conduct important work for CAL that I believe was mutually beneficial." Silvia also enjoyed living in Washington, DC, and experiencing the rich cultural life of the city.

The G. Richard Tucker Fellowship is open to candidates for a master's or doctoral degree in any field that is concerned with the study of language. Established in 1992 in honor of Dr. G. Richard Tucker, CAL's president from 1979 to 1991, the Tucker Fellowship is offered annually. Applications are accepted in the spring. Send inquiries to Grace Burkart at grace@cal.org.

Developing standards for learning Arabic in the United States

In response to a need felt deeply by the Arabic language teaching profession, a task force was created to develop standards for learning Arabic at all levels of education in the United States, from kindergarten through college. This effort was spearheaded by the National Capital Language Resource Center (NCLRC)—a consortium of The George Washington University, Georgetown University, and CAL—and a network of K-12 Arabic language teachers. The development of the Arabic standards was guided by *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 1999). The National Standards in Foreign Language Education Project provided financial assistance to the Arabic standards task force, which was also supported by the American Association of Teachers of Arabic and the National Middle East Language Resource Center.

Composed of teachers, administrators, and linguists, the task force worked steadily through 2004-2005 to develop standards for Arabic learning. Many experts outside the task force provided input on early drafts of the document. The Arabic standards will be included in the next edition of the national standards volume (*Standards for Foreign Language Learning*) to be published by the American Council on the Teaching of Foreign Languages. It is hoped that these standards will serve as a guide in the development of age- and culturally appropriate curricula and materials for Arabic teaching. An Arabic translation of the standards will be available for distribution through the NCLRC later this year.

For more information on the Arabic standards, contact Dora Johnson at CAL (dora@cal.org). For information on NCLRC, visit www.nclrc.org.

Letter from the president

This issue of the *CAL Reporter* looks back on some of the highlights of the past fiscal year. We're pleased to introduce you to our 2005 Tucker Fellow, Silvia Pessoa, and to the interns who have worked with us this year. These young people, with varied backgrounds and experiences, contributed to and learned from CAL's work this year, and we very much appreciate their efforts on our behalf.

We update you on some of CAL's recent activities in foreign language education and assessment, including the launch of our new Spanish *Multi-media Rater Training Program* and the development of an online training course for the *Student Oral Proficiency Assessment (SOPA)*. CAL has also been involved in a task force to develop standards for learning Arabic in the United States. We are pleased to announce the availability of the second edition of our book, *Literacy and Language Diversity in the United States*, in which author Terrence Wiley has updated and enriched his discussion of this timely and important topic.

CAL's strong support of *2005: The Year of Languages* in the United States continues, and our Web site offers information, resources, and relevant links. In collaboration with the entire language education community, CAL will continue to focus attention on increasing public awareness of the value of languages in our society.

In closing, it is with great sadness that we report the death of A. Hood Roberts, a former associate director of CAL, in May 2005. His contributions to the field and to our organization will long be remembered.

I hope you enjoy this update on our work. We look forward to providing you with more information on CAL's activities in future issues. In the meantime, please continue to visit our Web site at www.cal.org for updates, resources, and information. We're grateful for your collaboration and support.

Warm regards,

Donna Christian
President

CAL offers first *BEST Plus* regional training workshop

Individuals who want to become test administrators for *BEST Plus*, CAL's face-to-face oral English proficiency test for adults, are required to attend a 6-hour training workshop to learn to administer and score the test effectively. This training requirement reflects the critical role played by test administrators in ensuring that examinees give optimum performances and that their performances are rated accurately. To facilitate test administrator training for small adult ESL programs that do not have the resources to offer test administrator training on-site, CAL is piloting the concept of regional training workshops. The first regional training was held in Washington, DC, on August 22.



During *BEST Plus* test administrator training, participants learn to recognize the importance of assessing students' language abilities, administer and score the *BEST Plus* oral interview (both the computer-adaptive and print-based versions), run the *Test Administration Program*, and interpret *BEST Plus* scores. Each workshop attendee receives a copy of the *BEST Plus Test Administrator Guide*, which includes the *BEST Plus Test CD*, the *Administrator Practice CD*, and the *BEST Plus Scoring Rubric*.

"We're very pleased with the results of our first regional training workshop," said Frank Finamore, CAL's project manager for *BEST Plus*, "and we believe that offering regional training will provide more opportunities for people to become *BEST Plus* test administrators. Based on the results of this pilot, we're evaluating the feasibility of offering regional training workshops in selected cities around the country next year." For more details, visit www.best-plus.net.

Assessment in action

Work Readiness Oral Language Test

CAL, under a subcontract from SRI International, is developing a test of English listening and speaking skills based on the Equipped for the Future (EFF) adult learning standards. EFF standards were created to address skills gaps in the American workforce and to identify the abilities needed to hold entry-level positions. When it becomes available, the *Work Readiness Oral Language Test* will be used to measure the test taker's ability to listen actively and to speak so that others can understand. The oral English test will be one of four tests required for an EFF Work Readiness Credential. Other tests include a test of situational judgment, a test of using math to solve problems, and a test of reading with understanding. Test takers will include both English language learners and native English speakers. The EFF Work Readiness Credential will give employers a tool for certifying that job applicants have the skills needed to work and learn effectively on the job.

For more information about CAL's *Work Readiness Oral Language Test* project, contact Margaret E. Malone at CAL (meg@cal.org).

Comprehensive assessment of students learning abroad

Study abroad is a primary feature of many language learning programs in higher education. While study abroad experiences seem intuitively to be beneficial to language learning, little is known about which study abroad program features best promote language learning and how such language learning interacts with intercultural development and subject-area learning. The Comprehensive Assessment of Student Learning Abroad project is gathering and analyzing empirical data to develop a research base to study these issues. CAL is a consultant on this study, which is conducted principally by Georgetown University in partnership with Dickinson College, Rice University, and the University of Minnesota. The study is examining students' second language acquisition, gains in intercultural sensitivity, and learning of specific subject area material across multiple study abroad programs. This study will help educators understand the features of study abroad programs that best promote student learning in each of these areas.

For more information about the Comprehensive Assessment of Students Learning Abroad, contact Margaret E. Malone (meg@cal.org).

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CAELA launches new Web site

The Center for Adult English Language Acquisition (CAELA) launched its new Web site on September 1, 2005. The revised Web site has improved access to available resources, such as CAELA briefs, instructional and program development tools, an events calendar, an ESL resources database, and a section on CAELA's state capacity-building initiative. Visitors can also ask questions about adult ESL resources and services through the Ask CAELA feature.

The CAELA Web site is still under construction, so watch for new developments in the coming months.

Visit CAELA online
www.cal.org/caela



CAELA briefs

Download these briefs from the CAELA Web site:

How Should Adult ESL Reading Instruction Differ From ABE Reading Instruction?

Increasing the English reading skills of adult immigrants is an important task, yet little research exists on how adult immigrants learn to read in English and which instructional practices are the most successful. In order to provide evidence-based suggestions for teaching reading to adult English language learners, this brief summarizes the research on adult English speakers learning to read and its implications for instruction. It describes how English language learners differ from native English speakers and how these differences should influence reading instruction.

Using the ESL Program Standards to Evaluate and Improve Adult ESL Programs

This brief reviews the history of standards in education, defines the different types of standards, and provides specific information on adult ESL program standards. It answers the questions, *Why are standards important to adult ESL programs?* and *How can they be used to help improve instruction to adult English language learners?* Links to appendices provide templates to use in developing and evaluating standards for adult ESL programs.

CAELA is funded by the U.S. Department of Education, Office of Vocational and Adult Education.

Guiding Principles for Dual Language Education available for review

Now available online for public comment, this draft document was developed by a national panel of dual language researchers and practitioners with support from the National Clearinghouse for English Language Acquisition at The George Washington University. Grounded in evidence from research and best practices, the principles were developed to help dual language programs with planning and ongoing implementation. To read and provide your feedback on this document, visit www.cal.org/twi/guidingprinciples.htm.

Multimedia Rater Training Program (MRTP) to be launched in November

The Spanish version of the MRTP will be available in November 2005. The MRTP is a valuable computer-assisted professional development tool that teaches professionals to rate oral proficiency through authentic samples from the *Simulated Oral Proficiency Interview (SOPI)*. The well-known ACTFL Proficiency Guidelines are made concrete through examples of authentic speech at the various levels of proficiency.



Professional rating skills are best acquired through practice, and the MRTP provides the practice needed to learn to rate consistently and reliably. French and German versions are in development. Visit www.cal.org/mrtp for more details.

Meet CAL interns

Every year, CAL has the opportunity to work with a select group of interns. We're pleased to introduce the interns who have worked with us over the past 6 months.



CAL's 2005 Summer Interns: (left to right) Kate Sanders, Rachel Flamenbaum, Kimberly Leiken

Emily Evans

Emily earned her undergraduate degree from Shippensburg University (PA) in elementary education and Spanish and is currently working toward her graduate degree in TESOL at American University. She worked with CAL's Foreign Language Education Division on a project to develop a listening and reading foreign language test for fourth graders.

Rachel Flamenbaum

Rachel Flamenbaum is a junior at New York University majoring in linguistic anthropology. Her 2005 fall semester will be spent studying and conducting research in Ghana. While at CAL, Rachel worked with the Language Testing Division on core research data collection and standards development for the WIDA project.

Brandon Kramer

Brandon Kramer has studied film at American University and Northwestern University and is now a freshman at Boston University. During his time at CAL, Brandon worked on the *BEST Plus* video project team.

Lance Kramer

Lance Kramer is a senior at Dartmouth College in New Hampshire. He plans to complete a degree in history with a focus on the Middle East and Asia and a minor in film. While at CAL, Lance joined his brother, Brandon, working on a video project for *BEST Plus*.

Kimberly Leiken

Kimberly Leiken is a junior studying linguistics and European cultures at Brandeis University in Boston. Kimberly spent her summer internship at CAL working on WIDA and other tests in CAL's Language Testing Division.

Kate Sanders

Kate Sanders is a sophomore at Kenyon College, Ohio, where she is majoring in anthropology as well as studying Spanish. During the current school year, she will study anthropology and archaeology in Honduras. During her summer internship, Kate provided support for CAL's Language Testing Division.

William Terrill

William Terrill recently graduated from Yorktown High School in Arlington, Virginia, and is now a freshman at Shenandoah University in Winchester, Virginia, studying history and politi-

cal science. During his time at CAL, William transferred files from CAELA's old Web site to the new Web site, which will debut this fall.

Adriana Val

A native Argentinean, Adriana Val recently completed her MA in intercultural communication and has been accepted to the Language, Literacy and Culture PhD program at the University of Maryland, Baltimore County. Adriana is working with CAL's Language and Culture Resources Division to collect information about programs for heritage language speakers in the United States.

NCLRC interns

The National Capital Language Resource Center (NCLRC) is a joint project of Georgetown University, The George Washington University, and CAL. Located in Washington, DC, it is one of 14 nonprofit Language Resource Centers nationwide, funded by the U.S. Department of Education to improve and strengthen the nation's capacity to teach and learn foreign languages. The NCLRC funds two intern positions at CAL each year.



NCLRC Interns: Meg Montee (left) and Colleen Gallagher

Colleen Gallagher

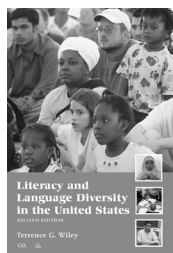
Colleen Gallagher is in her second year as an NCLRC intern. Working with the Language Testing Division, she is helping to update materials for the *SOPI* rater training program. Colleen is a graduate student pursuing a doctorate in applied linguistics at Georgetown University.

Meg Montee

Meg Montee is beginning her second and final year of a master's program in TESOL at Georgetown University. While at CAL, she is working with the Language Testing Division to organize *SOPI* workshops at the East Coast Organization of Language Testers conference and provides assistance to the division's oral proficiency assessment team.

Visit our Web site for postings of available internships at CAL.

Publications



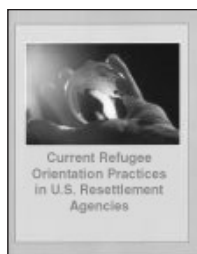
Literacy and Language Diversity in the United States

By Terrence G. Wiley

The population of the United States is becoming increasingly diverse, with nearly 20% speaking a native language other than English. The need for current information about language and literacy skills has never been greater.

Literacy and Language Diversity in the United States provides current information about the literacy performance and educational achievement of language minorities and native speakers of English in the United States. In this second edition, the author takes a fresh look at language diversity in this country; outlines what we know about the development of English literacy, native language literacy, and literacy in two languages; and explores how to make informed national policy decisions.

Literacy and Language Diversity is a valuable resource for linguists, scholars, policymakers, educators, and students in teacher preparation programs.



Current Refugee Orientation Practices in U.S. Resettlement Agencies

By Anne Costello

This report includes a review of the current orientation practices of resettlement agencies and identifies emerging program models. The baseline data provide a useful tool for service providers; government departments and agencies involved with refugee services; special interest groups; and community, church, and volunteer groups working with refugees.



Liberians: An Introduction to Their History and Culture

By Robin Dunn-Marcos, Konia T. Kolehlon, Bernard Ngovo, and Emily Russ. Edited by Donald A. Ranard

The newest culture profile from the Cultural Orientation Resource Center provides general information about the Liberian people and their history. Topics covered include life in Liberia, Liberian refugees in West Africa, language, and resettlement in the United States. A recommended reading list is also provided.

Product Packages

CAL has created two new product packages that compile selected CAL titles on two-way immersion and newcomer programs.

Two-Way Practitioners Package

This package of resources provides information that practitioners can use to develop TWI programs or to seek approval for such programs from districts and other stakeholders:



- *Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs*
- *Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level*
- *Implementing Two-Way Immersion Programs in Secondary Schools*
- *Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes Toward School and College*
- *The Development of Bilingualism and Bilitracy from Grade 3 to 5: A Summary of Findings from the CAL/CREDE Study of Two-Way Immersion Education*

Newcomer Package

This package include three great resources for working with newcomer students:

- *Secondary School Programs in the United States*
- *Creating Access: Language and Academic Programs for Secondary School Newcomers*
- *Proceedings from the First National Conference for Educators of Newcomer Students*

SIOP® videos now available on DVD

These popular SIOP videos are now available in both VHS and DVD format:

- *Helping English Learners Succeed: An Overview of the SIOP Model*
- *The SIOP Model: Sheltered Instruction for Academic Achievement*

Coming soon

Culture Profiles

Two new culture profiles, one on the Burmese, the other on Mesketian Turks, will be available in December.

The Insider's Guide to SIOP Coaching

This new guide will help coaches and mentors work with teachers to implement the SIOP Model successfully in schools. Topics such as developing a professional learning community, lesson planning, observing SIOP classrooms, conferencing, and sustaining SIOP implementation are addressed, along with tips and activities for expanding one's coaching skills.

Visit us online at calstore.cal.org to browse CAL's complete collection of resources.

Update on 2005: Year of Languages

Celebrate . . .

Educate . . .

Communicate . . .

The Power of Language Learning

This has been an eventful year for the 2005: Year of Languages initiative in the United States. Each month has focused on a key topic such as language policy, early language learning, language and communities, or adult learning and language use. CAL has dedicated a section of its Web site to information and resources related to the initiative and the monthly focus topics (www.cal.org/yol).

The College of Charleston and the National Museum of Language collaborated to support the Year of Languages by developing a series of 52 radio spots on languages and linguistics. The series has been aired on public and campus radio stations in several states and is also available for use by language professionals—for example, as part of their curriculum or as a motivator in the spirit of the Year of Languages. You can listen to the first 20 episodes of *Talkin' About Talk* on the Web by clicking on the link from CAL's Year of Languages Web page (www.cal.org/yol). The list of upcoming programs and dates can be found at www.cofc.edu/linguist/archives/dates.html.

We invite you to visit CAL's Web site at www.cal.org/yol/resources.html for free downloadable resources, databases, and information about publications of interest and for links to sites with further information.

Coming events

We're pleased to provide this quick recap of the upcoming Year of Languages events as noted on the official Web site. It's important for all of us to remember that the focus on language learning will not end in December but will continue throughout the coming years. For up-to-date information on official activities, visit www.yearoflanguages.org.

- **September:** The spotlight will be on the learning and maintenance of heritage languages, including Native American languages, endangered languages, and American Sign Language.
- **October:** The benefits of early language learning will be highlighted along with information on program models that can be used at the elementary level. The focus of participating organizations will be on making presentations to school boards and PTAs to provide the rationale for beginning language programs in elementary schools.
- **November:** The ACTFL annual convention in Baltimore, Maryland, will celebrate the accomplishments thus far and look ahead at how we can keep the momentum from this initiative going. The first National Language Teacher of the Year winner will also be announced.
- **December:** The focus will be on culture, with participating organizations encouraged to highlight cultural learning.



Visit our Year of Languages Web site
www.cal.org/yol

In Memoriam

A. Hood Roberts

The Center for Applied Linguistics lost a longtime friend with the death of A. Hood Roberts in May 2005.

Hood Roberts joined CAL as associate director in January 1966. A pioneer in work on computational linguistics, Dr. Roberts was executive secretary of the Automatic Language Processing Advisory Committee of the National Academy of Sciences, National Research Council, and editor of the *Finite String*, the newsletter of the Association for Machine Translation and Computational Linguistics, now the Association for Computational Linguistics.

During his tenure at CAL, Dr. Roberts was active in fostering cooperation in the flow of information in linguistics, particularly at the international level. He established the Language Information Network and Clearinghouse System (LINCS), which focused on collecting and developing operational and technical requirements to make information on the language sciences available through early database management. This included organizations, periodicals, and basic tools such as bibliographies and a roster of linguists. He actively worked to bring together diverse groups concerned with the language sciences through meetings and conferences. At a time when it was not easy to access and manage information, Dr. Roberts' work through LINCS served as a basis for much of the way information on the language sciences is carried out today.

Among his many other activities at CAL, Dr. Roberts directed the ERIC Clearinghouse on Languages and Linguistics (1974-76) and was involved in CAL's Eastern European projects. In addition to his many accomplishments, Dr. Roberts is remembered for his gentle sense of humor and optimism.

CAL at conferences

CAL exhibits and makes presentations at various conferences throughout the year. We invite you to visit our booth or attend one of our presentations to learn more about what's going on at CAL. Watch for CAL's booth at the following upcoming conferences:

American Council on the Teaching of Foreign Languages (ACTFL)

2005–2015: Realizing our Vision of Languages for All
November 18 – 20, 2005 • Baltimore, MD • www.actfl.org

National Association for Bilingual Education (NABE)

NABE 2006: Connecting Worlds with Bilingual Education
January 18 – 21, 2006 • Phoenix, AZ • www.nabe.org

Teaching of English to Speakers of Other Languages (TESOL)

TESOL 2006: Daring to Lead
March 15 – 19, 2006 • Tampa, FL • www.tesol.org

The Alliance for the Advancement of Heritage Languages

Sponsored by the National Foreign Language Center and CAL, the Alliance for the Advancement of Heritage Languages consists of individuals and organizations committed to working together to promote the conservation and development of the heritage language resources of this country—that is, the languages spoken by our many immigrant and indigenous communities. It is part of a larger effort to provide an education that will allow more citizens to function professionally in both English and at least one other language.

The Alliance is compiling an online collection of profiles of promising heritage language programs as a resource to policy makers and educators for planning and implementing heritage language programs. If you work in a heritage language program that you think others should know about, or if you know about resources that others might find useful, please complete the Heritage Language Program Profile (www.cal.org/heritage/programs/profiles.html) and submit it for possible posting to the Alliance Web site.

Read about the work of the Heritage Languages Alliance and find out about important resources online by visiting www.cal.org/heritage/index.html.

For more information on the Alliance for the Advancement of Heritage Languages, contact Joy Peyton at CAL (joy@cal.org).

Assessment (continued from page 2)

SOPA online training course

In 1991, CAL developed the *Student Oral Proficiency Assessment (SOPA)*, which is now the most widely used speaking and listening test for children studying foreign languages in the United States. Over the past 10 years, CAL staff have conducted many SOPA familiarization workshops, but the demand for these workshops now exceeds the availability of SOPA-trained personnel to conduct them. In order to respond to the growing demand, CAL is working with Iowa State University to develop an online SOPA course. The 4-week course will teach participants about the structure of the SOPA and train them to administer and rate the test. The first 3 weeks will be presented in English with English examples. The final week of the course will include videos and transcripts in French, German, Japanese, and Spanish. The pilot for this online course is scheduled for fall 2005 with follow-up field testing in the spring. Watch our Web site for more details as they become available.

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Please address comments and suggestions to
Sophia Birdas
reporter@cal.org

Production Editors

Sophia Birdas
Susan Gilson

Assistance from

Joy Peyton

Copyeditor

Jeannie Rennie

Design and production

SAGARTdesign
Sally Morrison

Printing

Ecoprint

Center for Applied Linguistics

Donna Christian, President
4646 40th Street NW
Washington DC 20016
202-362-0700
www.cal.org

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The mission of the Center for Applied Linguistics is to improve communication through better understanding of language and culture. CAL's staff of researchers, educators, and scholars is dedicated to promoting and improving the teaching and learning of languages, identifying and solving problems related to language and culture, serving as a resource for information about language and culture, and conducting research on issues related to language and culture. CAL is a private nonprofit organization founded in 1959.

CALresources Online resources are just a mouse click away



CAL is committed to providing information and resources to help meet your needs. That's why we have developed a variety of directories and resource guides to make it easier for you to search for information online.

From free downloadable resources at our Web site to helpful publications at the CAL Store, visit us online for more information.

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