

CALreporter

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

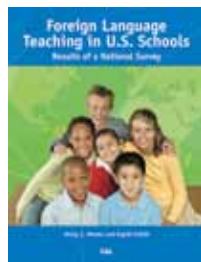
CAL To Release Results From National K-12 Foreign Language Survey

Foreign language education is in the spotlight. In our increasingly interconnected world of the 21st century, national security, economic competition, and educational opportunity require that Americans be able to communicate in languages other than English. U.S. policy makers, educators, parents, businesses, and major research organizations are calling for an education system that equips students with the language and culture skills necessary to become competent world citizens. CAL has responded to this call with a comprehensive survey of K-12 foreign language programs nationwide, to learn the current status of foreign language instruction in our schools. The report of the survey, *Foreign Language Teaching in U.S. Schools: Results of a National Survey*, provides detailed information on current patterns and shifts over the past 20 years in languages and programs offered, foreign language curricula, teaching materials, assessments, teacher qualifications and training, student enrollments, as well as reactions to national reform issues, such as the national foreign language standards and No Child Left Behind legislation.



(continued on page 5)

Survey Report Coming Late November 2009



Foreign Language Teaching in U.S. Schools: Results of a National Survey will be available soon.

Our Web site provides more information about the survey methodology, sample questionnaires, and a brochure with preliminary findings. The printing and production of *Foreign Language Teaching in U.S. Schools: Results of a National Survey* were made possible by the generous support of Santillana USA, www.santillanausa.com.

Visit www.cal.org/flsurvey to learn more and to sign up to receive an email notification when the report is available.

Strategies for Building U.S. Foreign Language Capacity



Frederick H. Jackson of the National Foreign Language Center at the University of Maryland and Margaret E. Malone of the Center for Applied Linguistics have collaborated on a paper that documents the critical national requirement for skilled speakers of languages other than English. *Building the Foreign Language Capacity We Need: Toward a Comprehensive Strategy for a National Language Framework* outlines the U.S. need for skilled speakers of languages other than English and the necessary components of a comprehensive and effective long-term national strategy to meet this critical need.

Download the paper at www.cal.org.

STARTALK Project Supports Education in Less Commonly Taught Languages



STARTALK is part of a presidential initiative to enhance the nation's capacity to develop proficiency in critical languages.



CAL has served as an advisor on the project since the planning phases in 2006.

In 2008 and 2009, CAL developed and conducted a blended-learning professional development course on the assessment of beginning learners of less commonly taught languages. Course participants completed five initial online modules then came to CAL for a 2-day workshop to plan and reflect on the assessment methods used in their own summer STARTALK programs. CAL followed up with additional online modules, which provide program support, and now course participants can conduct their own STARTALK workshops for teachers and learners across the country.

CAL is also documenting STARTALK programs that focus on heritage language speakers.

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

Spotlight on Heritage Language Programs and Speakers in the United States



As part of a larger effort to educate citizens to function professionally in English and other languages, CAL provides leadership to the Alliance for the Advancement of Heritage Languages to promote the conservation and development of the heritage language resources of this country. The Alliance fosters community among professionals working in heritage language education and research by providing information and resources of interest.

Online Collection of Heritage Language Program Profiles

The Alliance is collecting profiles of heritage language programs in the United States and making them available in a searchable online directory. Heritage language programs in community-based and K-12 settings can use this directory to form a network to exchange ideas and resources with one another.

View the Heritage Voices Collection

The *Heritage Voices Collection* is an online series designed to allow heritage language speakers and programs to share their unique voices with visitors to our Web site.



Receive Our Electronic Newsletter on Heritage Languages

The *Alliance News Flash* is a quarterly electronic newsletter that highlights information about heritage languages. Past issues of the *News Flash* are available on the Alliance Web site.

ALLIANCE news flash Sign up online at www.cal.org/heritage/join to receive the newsletter.

Mark Your Calendars

The Alliance team will be presenting at the following conferences:

American Council on the Teaching of Foreign Languages (ACTFL) 2009 Convention
November 20-22, 2009; San Diego, CA

International Conference on Heritage Languages
February 19-21, 2010; Covel Commons, UCLA



Visit our Web site at www.cal.org/heritage.

Teaching Spanish to Native Spanish Speakers



Public and private school systems throughout the United States have made important progress in teaching Spanish. Teacher training programs and summer institutes are held for teachers of Spanish as a second language and for teachers of Spanish for Spanish speakers, and many instructional materials are commercially available. CAL's Teaching Spanish to Native Spanish Speakers Web site has been developed to facilitate access to such resources and to provide information about the Spanish-speaking population in the United States.

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

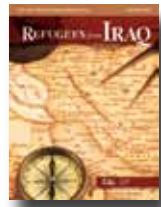
Refugee Orientation and Resources in the Spotlight

New Resources on Refugee Populations Now Available

The COR Center produces a broad range of materials and services to assist with the resettlement and adjustment of refugees to their new communities in the United States. Many of the materials can be accessed or downloaded for free from the COR Center Web site, or ordered as print publications for ease of use and reference.



Expanded Web Resources Available

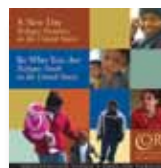


The COR Center Web site hosts a wide variety of information on refugee populations, such as the new collection of resources on Iraqi refugees. This collection includes *Refugees From Iraq*, the Enhanced Refugee Backgrounder that gives in-depth information about Iraqi refugee groups, a description of the cultural orientation (CO) provided to U.S.-bound Iraqis, CO lesson plans, and the Arabic version of the *Welcome Guide*, a COR Center publication that forms the basis of CO instruction overseas. Upcoming resource collections will address the Karenni in Thailand, Eritreans in Ethiopia, and other incoming populations.

CAL Refugee Integration Services

The COR Center staff provides workshops and technical assistance in impacted communities across the United States on the cultures and resettlement needs of refugees in order to facilitate their integration. COR Center professional development workshops bring together a wide range of service providers from resettlement agencies, schools, social services agencies, and health service organizations to share challenges and develop strategies for successful integration.

Upcoming Publication



The COR Center is currently developing a companion trainer's manual to our videos *A New Day* and *Be Who You Are* for educators who work with newcomers. These videos highlight the experiences of refugee families and youth in the United States.

For updates about the work of the Cultural Orientation Resource Center, visit www.culturalorientation.net.

A Navajo Success Story: Heritage Language Revitalization in Magdalena, New Mexico

Over the past 4 years, Navajo students in Magdalena, New Mexico, have been improving their English and Navajo language skills through an innovative bilingual model of heritage language revitalization. Dr. Betty Ansin Smallwood, CAL's Manager of PreK-12 ELL Services, worked with Keri James, Federal and State Programs Manager of the Magdalena District, and other partners to implement a program through which students receive instruction in English as a second language and in Navajo language and culture. A report of the program and its results shows that students have made noticeable improvement in a variety of academic tasks. Signs of academic improvement include an increase in the number of Navajo students enrolling in college and the number of scholarships those students receive, as well as an increased involvement of both students and their parents in school activities. Navajo students are also showing improvement on their standardized reading, math, and science test scores.



CAL's work in Magdalena has drawn attention to the Alamo dialect of Navajo. Because of the physical separation of the Alamo reservation from the main Navajo reservation, the Alamo dialect has a number of unique features that are of interest to linguists. This project has led to renewed interest by other community groups in their traditional languages.

Read the report at <http://www.cal.org/projects/magdalena.html> to learn more.

Focus on South Asian Languages

Browse our new Web pages that focus on the rich linguistic and cultural diversity of South Asia, which includes the Indian subcontinent and surrounding countries.



Visit www.cal.org/heritage/sa.

South Asian Languages K-12 Research Study Funded

The National Capital Language Resource Center has received an International Research and Studies grant from the U.S. Department of Education. The South Asian Languages K-12 Research Study, to be called DesiLearn, is designed to document and describe all K-12 programs for the following languages: Bengali, Gujarati, Hindi, Kannada, Kashmiri, Marathi, Nepali, Panjabi, Sinhala, Tamil, Telugu, and Urdu.



Visit <http://desilearn.us> to learn more.

CAELA Network Provides Resources for Practitioners Working With Adult English Language Learners



Through the CAELA Network, CAL supports the professional development of teachers of adult English language learners in order to improve the opportunities and achievement of this learner population. The CAELA Network Web site provides a variety of resources of interest, including a searchable repository of research-based information on adult English language acquisition and topical briefs and papers that can be downloaded free of charge.

Join Our List To Receive NETWORKNEWS

Network News, the quarterly electronic newsletter of the CAELA Network, provides information of interest to practitioners working with adult English language learners. Sign up online at the CAELA Network Web site to receive the newsletter. **For more information, visit www.cal.org/caelanetwork.**

Download These Free Online Resources



Framework for Quality Professional Development for Practitioners Working With Adult English Language Learners

This online resource focuses on the knowledge and skills that teachers and administrators of adult English language learners need in order to work effectively with the learners in their programs. It also discusses the professional development systems and processes that are necessary for practitioners to acquire this knowledge and these skills.



Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices

This CAELA Network paper describes the adult education system in the United States—learner populations, programs serving them, assessment, professional development for practitioners, and research.

Read the Latest CAELA Network Briefs

- *Observing and Providing Feedback to Teachers of Adults Learning English*
- *Supporting and Supervising Teachers Working With Adults Learning English*
- *Teaching Grammar to Adult English Language Learners: Focus on Form*
- *Teaching Pronunciation to Adult English Language Learners*
- *Uses of Technology in the Instruction of Adult English Language Learners*

Download the free briefs at www.cal.org/caelanetwork/resources/briefs.html.

English for Heritage Language Speakers Program



Agencies throughout the federal government are expressing the need for individuals with high levels of proficiency in both English and another language. CAL's English for Heritage Language Speakers (EHLS) program responds to this need by enabling speakers of critical languages to develop professional-level English proficiency, with a particular focus on the language and cultural skills specific to the federal workplace.

CAL developed and manages the EHLS program under contract with the National Security Education Program (NSEP), which provides scholarship funding for all participants. Instruction takes place at Georgetown University in Washington, DC. CAL's responsibilities include managing the national recruiting campaign, supporting development and refinement of the specialized curriculum and assessments, monitoring participant progress, and evaluating the success of the program.

EHLS graduates one cohort of participants each year. The 2009 cohort, which graduated in August, included 5 Mandarin Chinese speakers, 3 Persian Farsi speakers, 16 Arabic speakers, and 4 Dari speakers.

Since the program's inception in 2006, a number of its graduates have secured positions within the intelligence community and in other key federal agencies. The quality of their work has drawn considerable attention from senior federal officials; as a result, CAL has been asked to increase the size of the program, with the goal of doubling it over the next 3 years.

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

CAL to Release Results From National K–12 Foreign Language Survey

(continued from page 1)

Elementary and secondary schools from a nationally representative sample of more than 5,000 public and private schools completed a questionnaire during the 2007–2008 school year.

Key Findings

Results indicate a disconnect between the national call to educate world citizens with high-level language skills and the current state of foreign language offerings in schools across the country.

Amount of Foreign Language Instruction

Fewer elementary schools are teaching foreign languages than a decade ago: 25% vs. 31% of all elementary schools. This decline in language teaching has occurred primarily in public elementary schools; the percentage of private schools teaching languages has remained about the same. The number of middle schools offering languages has also decreased (58% vs. 75%). The number of high schools teaching foreign languages has stayed steady over the past decade (about 91%). There are inequities in access to language instruction at all levels of instruction: rural schools and schools with high numbers of low socioeconomic status students are less likely to offer language classes.



Languages of Choice

Spanish continues to be the most frequently taught language, offered at 88% of elementary schools and 92% of secondary schools that offer languages. Traditional favorites, French and German, are offered at fewer schools today than they were a decade ago, while Chinese and Arabic are on the rise (although still taught at few schools).

Program and Class Types



The most common type of elementary public school foreign language program, the exploratory model (offered by 47% of schools with language programs), provides introductory exposure to the language. Language focus programs (in 39% of schools) emphasize listening, speaking, reading, writing, and culture. The immersion model (in 14% of public schools) allows students to attain the highest levels of proficiency.

At the high school level, more schools are offering Advanced Placement language classes than in previous years (12% in 1987; 16% in 1997; 21% in 2008.)

No Child Left Behind (NCLB)

Nearly one third of public elementary and secondary schools with language programs report that they have been affected by NCLB legislation, citing mostly negative effects, including an intense focus on tested subjects (mathematics and reading), to the detriment of other subjects, and a shortage of highly qualified language teachers.

Program Articulation

Well-planned articulation of language programs from one level to the next continues to be a challenge on all levels of K–12 education.

Fifty percent of elementary schools with language programs report that their students have no continuation of language study when they enter middle school. Thirty-five percent of high schools place incoming students who have studied languages previously in language classes that do *not* provide continuity from the previous language study.

On the positive side, more high schools than a decade ago place students with prior language experience in advanced classes specifically designed to provide continuity from their previous level.

Integration of Standards

Language teachers use the national standards for foreign language learning and/or state standards in their teaching more than they did a decade ago. Standards use has increased from 25% to 76% in public elementary schools and from 31% to 89% in public secondary schools.


Use of Foreign Language in the Classroom

Teachers use foreign language more in the classroom than they did a decade ago. About one third (33%) of elementary and secondary schools say that their teachers use the target language more than 75% of the class time period. In 1997, 22% of secondary schools reported using the target language as frequently. (Elementary schools were not asked the question previously.)

Summary

CAL's report provides not only an up-to-date national and regional portrait of K–12 foreign language education, but also information about the impact of previous initiatives while pinpointing areas that need to be addressed in the future. Policy makers at all levels, state departments of education, school districts, and educators can use the report as they discuss, plan, and implement measures to improve foreign language instruction for all students.

Creating Innovative Assessment Instruments and Providing Professional Development Through the WIDA Project


 CAL is working with the WIDA (World-Class Instructional Design and Assessment) Consortium to develop and maintain assessments that are used annually to measure the English language proficiency of English language learners in Grades K–12, as mandated by the No Child Left Behind legislation. CAL plays the lead role in developing items and analyzing item performance for the *ACCESS for ELLs*® test. This test will be administered in the 2009-2010 academic year to about 775,000 English language learners in the 20 states comprising the WIDA Consortium. CAL also supports test development and administration through innovative online training courses for item writers and test administrators.

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

In addition, CAL has developed CLIMBS, a hybrid online professional development course that focuses on helping teachers of English language learners interweave the WIDA English Language Proficiency Standards with the principles and practices of sheltered instruction. Further, CAL is creating a toolkit to guide preservice and inservice teachers of English language learners in applying relevant research and collaborating around WIDA resources. CAL has also developed a computer-based test of science and math for students with low levels of English proficiency. This alternative test, *ONPAR*, allows students to demonstrate their content knowledge using a testing instrument that is sensitive to their lower proficiency in English.

Visit the new *ONPAR* Web site at www.onpar.us.


Student Oral Proficiency Assessment (SOPA) Online Training Expands Offerings

 CAL continues to expand its *SOPA* online training courses. *Introduction to SOPA* is a self-paced course that provides a basic orientation to the *SOPA* and teaches participants how to rate students' oral proficiency. The *Moderated Introduction to SOPA* provides all the content of the self-paced introductory course, but includes interactive discussions, advice, and feedback by an experienced *SOPA* trainer. *Rating the SOPA* is a moderated course that provides teachers with language-specific rating practice. A *SOPA* rater certification course is in development.

Visit www.cal.org/ela to learn more about these products and our live training workshops.


Tools for Rating Oral Language Proficiency

Oral Proficiency Assessment Online Training Course Now Available

 CAL now offers a moderated online training course on oral proficiency assessment for students learning foreign languages at the secondary, postsecondary, and professional levels. The Assessment Training OnLine (ATOL) course uses interactive units to introduce teachers to oral proficiency assessment and give them hands-on practice in rating the oral proficiency of real student speech samples. This course is recommended for educators considering incorporating CAL's *Simulated Oral Proficiency Interview (SOPI)* and *Computerized Oral Proficiency Instrument (COPI)* into their foreign language curriculum and those interested in learning more about these assessment tools.


Visit www.cal.org/topics/ta/atol.html to learn more.

Computerized Oral Proficiency Instrument (COPI) Available in Spanish and Arabic

 The *COPI* is a technology-based alternative to the *SOPI*. A computer-based, semi-adaptive test of Arabic and Spanish oral proficiency, the *COPI* is intended for late high school students, college students, and professionals. The *COPI*'s computerized delivery uses up-to-date technology and its semi-adaptive design and self-assessment features allow for efficient testing. CAL recommends use of the *COPI* in conjunction with the *Multimedia Rater Training Program* (Spanish) or the *Arabic Rater Training Kit*.

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

Multimedia Rater Training Program (MRTP) Available in French, German, and Spanish

 The *MRTP* is a computer-based professional development tool that teaches language professionals to rate oral proficiency by listening to and learning to rate language samples from the *SOPI*. The interactive program combines the benefits of live rater training workshops with the convenience of CAL's *Self-Instructional Rater Training Kits*. The result is a hands-on introduction to oral proficiency assessment that teaches rating skills conveniently and effectively via CD-ROM. Each version includes a workbook, CD-ROM, and the appropriate language version of the *SOPI*. The Spanish *MRTP* is a companion resource to the *COPI*, described above.

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

Research Center Addresses the Critical Challenge of Improving Outcomes for Middle School English Language Learners

The Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) is a national research and development center funded by the National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. CREATE focuses on the teaching and learning of English language learners in the middle grades. CREATE's focused program of research is designed to enhance the empirical research base on readers in Grades 4–8.



CREATE Briefs Download the Newest CREATE Briefs

- *Using the SIOP Model to Improve Middle School Science Instruction*

This brief provides an overview of the SIOP model and highlights how teachers can develop content and language objectives, emphasize key vocabulary, promote interaction, and incorporate effective review and assessment techniques within the context of middle school science.

- *Response to Intervention and English Learners*

Using a Response to Intervention (RTI) framework to guide instruction will allow teachers to provide specialized supplementary instruction and intensive intervention to students who need such additional assistance. This brief helps educators tailor the use of RTI to meet the needs of English learners.

CREATE 2009 Conference Improving Outcomes for English Language Learners: Oral Language and Literacy Learning Across the Curriculum

The language processes required to comprehend and succeed across an educational curriculum are complex and challenging, even for students who speak English as their first language. For English language learners in the United States, the simultaneous requisites of developing English language and literacy skills heightens the challenge. The 2009 CREATE conference, held October 5–6, 2009, highlighted current research on methods for building the literacy skills and oral language proficiency of English language learners throughout the school curriculum. CREATE researchers and other top scholars described implications of their research on the features of instruction that support English language learners' development across their curricular experience.

Receive Updates From CREATE



CREATE publishes an electronic newsletter to provide periodic updates on activities, results of studies, publications, and events. Sign up online at www.cal.org/create/join to receive *CREATE News*.

Visit www.cal.org/create to learn more about CREATE.

Assessment Resources for Practitioners Working With Adult English Language Learners

BEST Literacy and *BEST Plus* address the different needs of adult English language learners by providing assessment options that can reliably demonstrate student progress. With *BEST Plus* for speaking and listening skills and *BEST Literacy* for reading and writing skills, programs can use our assessments separately or together to test student performance.



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

Report From Dual Language Researcher Convocation Now Available



Dual language education researchers from across the United States held a convocation in November 2008 to define the most

urgent research questions and issues in dual language education and discuss the need to develop a stronger community and infrastructure for dual language research. CAL was proud to be a co-sponsor of this event.

Visit www.cal.org/twi and click on Urgent Research Questions and Issues in Dual Language Education under Featured Resources.

Great Lakes East Comprehensive Assistance Center



CAL is collaborating with Learning Point Associates in the operation of this Comprehensive Technical Assistance Center to provide assistance to Michigan, Indiana, and Ohio with capacity building as they work to improve the education of English language learners.

The Great Lakes East Comprehensive Assistance Center works closely with the state education agencies to provide technical assistance and support as the states implement programs and work to fulfill the requirements of the No Child Left Behind Act.

Visit www.cal.org/projects/greatlakes.html to learn more.

Fast-Response Research Studies Focus on Education of English Language Learners

CAL is working with the Regional Educational Laboratory (REL) Appalachia, headquartered at CNA Corporation, to participate in applied research and fast-response research studies on issues related to the education of English language learners in schools districts in Kentucky, Tennessee, Virginia, and West Virginia. CAL's work, reported in two recent Institute of Education Sciences (IES) *Issues and Answers* reports, focuses on the needs of districts with emerging communities of English language learners.



Registering Students From Language Backgrounds Other Than English

This report addresses an ongoing challenge in tracking student data: recording names of students to accommodate contrasting naming patterns in various cultures. The report seeks to alert administrators, school staff, and database managers to the contrasts in the naming systems of other cultures to help them identify students consistently in school databases and address students and their family members appropriately.



Preparing to Serve English Language Learner Students: School Districts With Emerging English Language Learner Communities

This report aims to help school districts deal with the challenges of serving newly diverse student populations and the rapidly increasing number of English language learners in their classrooms. The report offers background information and shares the experiences of districts that have addressed similar challenges in providing services and building infrastructure to support the success of English language learners.

CAL staff are continuing this strand of research in a new REL fast-response project (i.e., a short-term project that responds to regional and national needs and priorities and provides research-based knowledge to inform policy and practice) that examines the use of technology-based resources for instruction of English language learners, again with a focus on use within districts with emerging English language learner communities.

Visit www.cal.org/projects/rel_appalachia.html to learn more.

Research Focuses on Language and Literacy Development

CAL is conducting research in collaboration with other institutions to address the practical challenges of supporting the literacy development of students who are learning English as a second language at school. This research draws on the comprehensive review of second language literacy learning conducted by CAL and published in *Developing Literacy in Second Language Learners* (August & Shanahan, 2006). For 5 years, CAL conducted a major program of research, Acquiring Literacy in English, that studied the factors that predict success as Spanish-speaking children learn to read and write in English.



Visit www.cal.org/acquiringliteracy for more details about our earlier research.

Vocabulary Instruction and Assessment for Spanish Speakers

A continuation of the Acquiring Literacy in English effort is now underway in a 5-year program of research called VIAS. Conducted in collaboration with Harvard University, Boston College, and the University of Houston, VIAS comprises four subprojects, three of which share a focus on and framework for the development of word knowledge and comprehension skills by students learning English as a second language. The fourth study is developing and testing the efficacy of two cognate-based interventions on the vocabulary development, morphological awareness, and reading comprehension of native Spanish speakers in the middle school grades.



Visit www.cal.org/vias to learn more about our new research strand.

CAL Offers Institutes on Teaching Reading to English Language Learners

In response to the growing number of requests from K–8 educators for training materials on teaching English language learners (ELLs) to read, CAL is offering a series of institutes in Washington, DC, throughout 2010. Using the *What's Different About Teaching Reading to Students Learning English?* professional development materials, CAL offers both training-of-trainer institutes and direct strategies institutes.



- **Training-of-Trainers Institutes**

Training-of-trainers institutes provide the complete training materials, hands-on experience, and step-by-step directions for delivering *What's Different?* trainings and are designed for elementary and middle school ELL and reading specialists who have had experience training teachers. An ideal training team includes an ELL specialist and a reading specialist. A graduate credit option is available.

- **Direct Strategies Institutes**

Direct strategies institutes provide participants with an understanding of the methodology and strategies for teaching ELLs to read. The 3-day institute, based on *What's Different?*, is designed for elementary and middle school classroom, ELL, and reading teachers as well as school administrators who want to ensure reading progress on the part of ELLs. School teams are encouraged to attend. Graduate credit is available.

Register Today for Our 2010 Institutes

In 2010, four institutes will be held in Washington, DC, close to the historic neighborhood of Georgetown.

Training of Trainers Institutes	Direct Strategies Institutes
January 26–28, 2010 May 24–26, 2010	June 22–24, 2010 July 20–22, 2010

For more information, please contact Lisa Tabaku (ltabaku@cal.org; 202-355-1510) or Betty Smallwood (bsmallwood@cal.org; 202-355-1540).

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



Creating Access: Language and Academic Programs for Secondary School Newcomers

This book describes the ins and outs of an effective education model—newcomer programs for immigrant students, outlines important features for program implementation, and provides in-depth case studies of three successful, long-term newcomer programs.

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

CAL's Research Project on Exemplary Newcomer Programs for English Language Learners at the Secondary Level



For the past 8 months, CAL staff have been collecting and organizing survey data on secondary-level newcomer programs in the United States. This project is identifying exemplary programs for newcomer students and seeking to understand the approaches that the programs use to support the students' academic achievement, help them connect with social networks, and strengthen their educational and economic opportunities and civic integration. Newcomers are students who lack English proficiency and have gaps in their educational backgrounds, making them particularly vulnerable when they enter U.S. middle or high schools. Approximately 60 programs have participated in the first phase of the project, the program survey. The survey data are being converted into an online database that will be available this fall. For the second phase of the study, CAL staff will conduct case studies of promising sites.

If you would like to participate in the survey, please visit www.cal.org/newcomersurvey.

Visit www.cal.org/projects/newcomer.html for project updates.

CAL Expands SIOP Professional Development Service Offerings

CAL collaborates with schools, states, and districts to design and conduct SIOP (Sheltered Instruction Observation Protocol) professional development initiatives that meet their particular needs. Informed by CAL's ongoing research, our experienced SIOP team provides a range of services, including SIOP workshops, coaching, lesson study, technical assistance, and for-credit courses. Our team works closely with teachers, professional developers, coaches, administrators, and paraprofessionals as they learn to plan, implement, and support instruction using the SIOP Model.



To review our professional development offerings, visit www.cal.org/siop/services.

To learn more about our latest SIOP research, visit www.cal.org/create.

New Online Resources

CAL SIOP Frequently Asked Questions

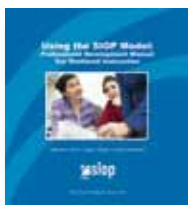


Review our new FAQ section for answers to your most common questions about the SIOP Model and CAL SIOP products and services.

Join Our List

Sign up online to receive the *CAL SIOP Bulletin*, a periodic electronic newsletter with information about SIOP news and resources.

Featured SIOP Publications



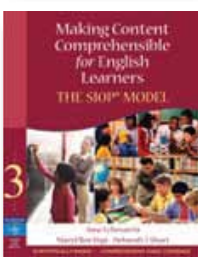
Using the SIOP Model: Professional Development Manual for Sheltered Instruction

This manual is designed for teacher educators and professional developers who wish to teach others to use the SIOP Model in their classrooms. Organized into 11 sections, the manual offers hands-on strategies and activities to help educators learn and implement the SIOP Model. It also provides reproducible masters for presentations and workshops and sample lesson plans. (Center for Applied Linguistics)



An Insider's Guide to SIOP Coaching

This resource is designed for district and site coaches, staff developers, mentors, teachers, and others who know the SIOP Model and are helping teachers implement it in their instruction. The guide offers practical suggestions for developing productive coaching relationships, helping teachers with effective SIOP lesson planning, conducting observations and providing feedback, and planning and sustaining SIOP coaching over time. (Center for Applied Linguistics)



Making Content Comprehensible for English Learners: The SIOP® Model

The third edition of this widely used publication comprehensively presents the 8 components and 30 features of the SIOP Model, including teaching scenarios that illustrate different levels of implementation of each component. (Allyn and Bacon)



The SIOP® Model for Administrators

Designed for administrators who want to support the academic achievement of English language learners (ELLs), this publication provides essential information as well as a practical overview of the SIOP Model and its effective implementation. Written by the researchers and developers of the SIOP Model, this book can help administrators design SIOP initiatives as well as support and assess teachers as they implement SIOP instruction. (Allyn and Bacon)

Visit the CAL SIOP Web site at www.cal.org/siop for more details.

Publications Corner

We invite you to visit our Web site to browse our complete collection of publications, including those highlighted below.



Sustaining Linguistic Diversity: Endangered and Minority Languages and Language Varieties

Bringing together a diverse collection of papers by leading researchers and practitioners, *Sustaining Linguistic Diversity* describes efforts to maintain and revitalize languages and language varieties in the United States and around the globe. These papers are organized into three strands that focus on defining, documenting, and developing languages. (Georgetown University Press)



Sociolinguistic Variation: Theories, Methods, and Applications

This collection honoring the long and productive career of Walt Wolfram illustrates the important connections in variationist studies among theory, methods, and application. Widely recognized scholars in the field of sociolinguistics provide an important overview of key areas within the study of language variation and language change. (Cambridge University Press)



Pathways to Multilingualism: Evolving Perspectives on Immersion Education

This volume explores how language immersion offers learners the opportunity to acquire language skills via “pathways” through the systems that lead to multilingualism, including one-way (foreign language), two-way, and indigenous immersion programs. (Multilingual Matters, Ltd.)



Educating English Language Learners

Prepared under the auspices of the Center for Research on Education, Diversity & Excellence (CREDE), this book provides an extensive review of the research concerning the learning processes and outcomes of English language learners in U.S. schools from prekindergarten through Grade 12. (Cambridge University Press)



From Spanish to English: Reading and Writing for English Language Learners Kindergarten Through Third Grade

By providing real-life examples, analyses, and instructional strategies, this book and two companion CDs help ease the challenge of teaching English language learners in Grades K–3 to read and write well in English. (National Center on Education and the Economy; University of Pittsburgh)

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Visit us online at www.cal.org/digests to download free copies of digests from our collection, including titles highlighted below.

- **Integrated Content and Language Instruction**
Arieh (Ari) Sherris, Center for Applied Linguistics
- **Raising Bilingual Children: Common Parental Concerns and Current Research**
Kendall King and Lyn Fogle, Georgetown University
Spanish Translation now also available online: *La crianza de niños bilingües: preocupaciones comunes de los padres de cara a las investigaciones actuales*
- **Principles of Instructed Second Language Acquisition**
Rod Ellis, Professor, University of Auckland, New Zealand, and 2008 Ferguson Fellow, Center for Applied Linguistics
- **Singable Books: Sing and Read Your Way to English Proficiency**
Betty Ansin Smallwood, Center for Applied Linguistics
Erin Flynn Haynes, University of California, Berkeley

CAL Selects Two Tucker Fellows for 2009

CAL's G. Richard Tucker Fellowship program was established in 1992 to provide opportunities for graduate students to work directly with CAL senior staff on projects related to language issues. The fellowship, awarded annually, includes access to CAL's staff, databases, and resource collections, as well as a 4-week residency. Each Fellow is invited to write one or more short publications to be included in CAL's dissemination activities.

In the spring of 2009, the pool of applicants was exceptionally strong. As a result, CAL awarded two Tucker Fellowships.

Jonathan Rosa



Jonathan Rosa is a doctoral candidate in the Department of Anthropology at the University of Chicago and completed his CAL residency in August 2009. While at CAL, he continued work on his dissertation, *Spanglish-Only: Language Ideologies and the Fashioning of EthnoRacial Differences in a U.S. High School*, which analyzes the ways in which at-risk Mexican and Puerto

Rican students in a segregated Chicago public high school become and unbecome Latino/a. Working primarily with Carolyn Adger, Jonathan also assisted in the development of a database of resources for the study of the language practices and experiences of U.S. Latinos/as.

Sabina Rak Neugebauer



Sabina Rak Neugebauer is a doctoral candidate in human development and education at the Harvard Graduate School of Education and completed her CAL residency in October 2009. During her residency, she continued her research on literacy motivation for language minority students, looking at the proximal and distal factors that influence student literacy performance. She also contributed to current CAL research projects that are examining appropriate and effective pedagogy for English language learners. She worked primarily with Annette Zehler.

The Tucker fellowship was established in honor of Dr. G. Richard Tucker, CAL's president from 1979 to 1991 and currently Paul Mellon Professor of Applied Linguistics and Head of the Department of Modern Languages at Carnegie Mellon University in Pittsburgh.

The 2010 fellowship competition will be announced in February.

Join Our List to Receive Email Updates



CAL sends out periodic email updates about research, projects, and resources on a variety of topics. To sign up to receive our electronic newsletter, please visit our Web site and click on Join Our List.

Visit www.cal.org/join to sign up today.

Bernard Spolsky Invited as Next Charles Ferguson Fellow

The Center for Applied Linguistics is pleased to announce that Dr. Bernard Spolsky has accepted our invitation to be the next Charles Ferguson fellow. Dr. Spolsky is a distinguished scholar in applied linguistics, especially in language planning/policy and language testing. He is Emeritus Professor of English, Bar-Ilan University, Israel, and former director of the university's Language Policy Research Center.

Dr. Spolsky also served on CAL's Board of Trustees from 1978 to 1980. He will be in residence at CAL during the middle of 2010.

"We're so pleased to have a scholar of Dr. Spolsky's caliber accept our invitation to be the next Ferguson fellow," said Donna Christian, CAL's President. "We will learn so much from him and benefit greatly from his rich experience and deep knowledge of our field. We look forward to his time with us and his contributions to our work."

About the Ferguson Fellowship

The Charles A. Ferguson fellowship was established in 1995 in honor of Charles A. Ferguson, CAL's founder and first director, to allow senior researchers in applied linguistics to affiliate with CAL as visiting scholars, contribute to ongoing work in their area of expertise, and further their own research and writing.

Previous fellows were Rod Ellis, Barbara Horvath, Joseph Lo Bianco, and Catherine Snow.



CAL Honors Dora Johnson on Her Retirement

With deep appreciation and warm affection, CAL is pleased to recognize Dora Johnson on her retirement in the fall of 2009. Dora has been at the heart of CAL's work for almost 45 years; she is renowned for her knowledge of the cultures of the world, her databank of resources for teaching their languages, and her passion for making that information available and accessible to all who can use it.



A native speaker of Armenian who was educated in Arabic, Dora grew up in Lebanon, where she attended British schools through the end of her secondary schooling and then the Beirut College for Women (now the Lebanese-American University), where she earned an associate's degree. After graduation, she taught English at the American University of Beirut for 2 years. During this time she discovered linguistics. "One summer I was working for a linguist who was running an Arabic program, even though he knew no Arabic," she recalls. "He would come in with these totally accurate lesson plans. So I asked him, 'How do you know how to do this?' He got me started reading Mario Pei."

This new awareness brought Dora to the United States. "I was interested in language and linguistics," she says, "and there was no such thing in Lebanon. Of course, there was no such thing here, either, but I didn't know that. I was determined that this was what I wanted to do," she says, "so I decided to apply to college and then to get a degree in linguistics after I got in."

She went to Transylvania University in Lexington, Kentucky, and in 1960 received her bachelor's degree in English literature. After a short time working in the libraries and taking courses at Columbia University, she went on to the Hartford Seminary Foundation for a master's degree in linguistics. There she studied with Henry Allan Gleason, one of the founding fathers of modern linguistics. "It was a program originally intended for missionaries," Dora says. "Walt Wolfram graduated from the same program."

Dora came to Washington in 1964, planning to join a former colleague at the Foreign Service Institute. During the job interview, she learned that she could not work there because she was not a U.S. citizen. She instead began teaching English at a private school. One day, she says, she just wandered over to CAL, which was then housed in the Brookings annex at 1755 Massachusetts Avenue. There were no job openings, but the receptionist said that Dora could talk with Martin Joos, the acting director while Charles Ferguson was on leave. "We had a very nice conversation," Dora recalls. "At the end of it, Dr. Joos said, 'Any student of Al Gleason's is good enough for me. You start tomorrow morning.'" When Dora wondered aloud what she was supposed to do, Joos said, "We'll decide that when you get here, young lady."

Since that day, Dora has done an amazing variety of things at CAL, all with a common theme: making languages and linguistic knowledge accessible to the widest possible audience. The projects that she remembers with the greatest fondness are those that have involved collaboration with groups of colleagues and opportunities to broaden and deepen her own knowledge. She cites developing the network of K-12 Arabic teachers as one of the most satisfying tasks she has worked on in recent years. "The dream of making Arabic an accepted language to be taught in K-12 is slowly becoming a reality, because of the work and cooperation of many people," she notes.

Dora also looks back with pride on her participation in the development and editing of CAL's survival phrasebooks for refugees and her contributions to the language policy papers developed for the U.S. Agency for International Development, which examined the sociolinguistic aspects of language-related decision making. She has particularly enjoyed her work in development, including finding ways for CAL to be involved in different projects and working with staff to write and submit proposals.

Early in her career at CAL, Dora participated in a survey of teaching materials for the less commonly taught languages (published in 1976 as *Survey of Materials for the Study of the Uncommonly Taught Languages*, and now integrated into the Language Materials Project database at UCLA). "That was the best project I ever worked on," she says, "because it gave me an entrée into the entire world through language. It introduced me to the languages of the world and made me aware of publications I would never have known about otherwise, and it gave me the opportunity to disseminate this information. It was a wonderful cooperative project with people all over the world."

(continued on page 14)

Update on CAL's 50th Anniversary Activities



CAL marked the 50th anniversary of its founding on February 16, 2009. This milestone presented a unique opportunity to focus renewed attention on the significant role of language and culture in our increasingly global society. Building on knowledge from its long history, CAL has taken a fresh look at the significant issues of language and culture that both unite and divide our world.

Visit the CAL50 Web site



Visit our Web site to learn more about our history and to travel a timeline of CAL's work over the last 50 years in the context of U.S. and world events and connect to relevant resources and information.

Visit www.cal.org/cal50.

CAL's 50th Anniversary Recognized in Congressional Record

"From its inception, CAL has grown and evolved to meet the needs of a changing world by providing reliable and objective information and by making complex linguistic issues comprehensible to students, researchers, teachers, parents, policy makers, and the general public. Central to its work is its research and seminal publications that serve as the basis for assessment, language education, bilingual education, English as a foreign/second language, language policy, and second language acquisition."



– *Congressional Record*, Representative Rubén Hinojosa of Texas, March 12, 2009

Visit www.cal.org/cal50 to read the complete remarks of Representative Hinojosa.

CAL Honors Dora Johnson on Her Retirement

(continued from page 13)

Dora is looking forward to the flexible schedule that comes with retirement, but she won't be detaching herself from CAL completely. She will continue to consult with the National Capital Language Resource Center (NCLRC) and with CAL staff on development matters. She will also go through the CAL language and country files, another databank of material that she has collected over the years, to determine how much should be archived. "Those files are great examples of how sociolinguistics was done in the 1960s and 1970s," she notes, "with their focus on how language played itself out in society."

In recognition of Dora's many contributions to the field, the National Council of Less Commonly Taught Languages in 2005 gave her its highest honor, the Ron Walton Award. Dora looks back with fondness and thanks to the many people who have supported and encouraged her over the years. "CAL is a very special place," she says, "and the work that it does is very important. It's been a great place to work, and I know it will continue to be."

New Online Collections

CAL American Dialects Collection Now Available Online



As part of the Library of Congress American Memory series, the CAL Collection of American English Dialect Recordings has been digitized and is now accessible online. This collection of interviews and other speech recordings, primarily from dialect research and oral history projects, provides a centralized source of North American dialect samples, preserving valuable linguistic resources that might otherwise be lost. The collection was donated by CAL to the Library of Congress in 1986.

Linguistic Reporter Collection Coming Soon

CAL is in the process of creating a public electronic archive of the *Linguistic Reporter*, our newsletter published from 1959 to 1982 containing articles and information that we think are still relevant and of interest to our Web visitors.

Visit www.cal.org/cal50 for more details.

Visit the CAL Online Archive

One of the key objectives for CAL's anniversary year has been to use funds received from CAL50 donations to make resources available online that will benefit both research and practice, inform public understanding, and engender greater acceptance of diversity of language and culture.

As part of our work in this arena, CAL has created two new online archives to provide background, information, and access to resources from the CREDE and ERIC projects. We encourage you to visit the archive Web sites noted below.



www.cal.org/crede



www.cal.org/resources/archive/eric/

Online Connections

Explore Online Information About the American Recovery and Reinvestment Act

The American Recovery and Reinvestment Act (ARRA) of 2009 represents a concerted effort to speed economic recovery while also addressing a variety of critical issues. For your convenience, CAL has created a Web page with links to a wide variety of information about the ARRA of 2009.

Learn more at www.cal.org/recovery.

Researchers Urge Use of Stimulus Funds to Address the Needs of English Language Learners



ARRA provides an important opportunity to improve educational outcomes for English language learners (ELLs). The Working Group on ELL Policy, a group of researchers with extensive experience in the education of ELL students, has prepared a set of recommendations designed to guide discussion and decision making on how to use ARRA funds to better serve English language learners in schools across the United States.

Read the recommendations at www.stanford.edu/~hakuta/ARRA/index.html.

Connect Online Through the CAL Web Site

CAL has created a new Links section on our Web site to provide convenient access to online resources connected to our work or issues relating to language and culture.



Visit www.cal.org/links to view this collection of online connections.

CAL at Conferences

CAL staff members present at various conferences, both nationally and internationally, to share information about research, projects, and the wide variety of resources available from CAL. Our conference work also allows CAL staff to interface with the field, talking to educators, service providers, policy makers, and partners about issues and needs related to language and culture.

**American Council on the Teaching of Foreign Languages (ACTFL)
2009 Annual Convention and World Languages Expo**
Speaking Up for Languages...The Power of Many Voices
November 20–22, 2009; San Diego, CA

American Association for Applied Linguistics (AAAL)
March 6–9, 2010; Atlanta, GA

**Teachers of English to Speakers of Other Languages (TESOL)
2010 Convention**
Re-imagining TESOL
March 24–27, 2010; Boston, MA

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

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Please email comments and suggestions to reporter@cal.org.

Contributors

Carolyn Temple Adger, Ryan Atkins, Diane August, Jim Bauman, Sanja Bebic, Miriam Burt, Donna Christian, Sandra Gutierrez, Deborah Kennedy, Dory Kenyon, Meg Malone, Julie Mazrum, Joy Kreeft Peyton, Ingrid Pufahl, Nancy Rhodes, Deborah Short, Betty Ansin Smallwood, Julie Sugarman, Lisa Tabaku, Lynn Thompson, Annette Zehler

Content Manager

Susan Gilson

Production Editor

Sophia Birdas

Copyeditor

Julia Bozzolo

Layout

Sally Byrd

Printing and Mailing

Ecoprint

Center for Applied Linguistics

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

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Our Mission

Founded in 1959, CAL is a private nonprofit organization whose mission 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.

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