

CAL Celebrates 40th Anniversary

In celebration of its founding in 1959, the Center for Applied Linguistics convened a symposium on "New Ways of Applying Linguistics: A Look Towards the 21st Century." The symposium and the reception that followed took

place in CAL's new offices in Northwest Washington.

In the opening paper, "A Look at the Future: Applied Linguistics," Donna Christian, President of CAL, argued that applied linguistics is inherently interdisciplinary. Applied linguists help to devise solutions to practical social problems by building on insights from linguistics in conjunction with insights from other fields (e.g., education, anthropology, sociology, psychometrics), in much the same way that engineers draw on other disciplines to solve specific technological problems.

Christian named several challenges that applied linguists face in the coming millennium as a result of the globalization of business, demographic changes leading to an older and more diverse population, and advances in communication technology. Among these are improvements in language education and assessment; better understanding of, and sensible approaches to, linguistic diversity in schools and workplaces; responses to changes in the political status of languages; and new approaches to literacy as people learn to process information through media other than print.

Fay Vaughn-Cooke, Florida A & M University, in her talk "New Approaches to Confronting Dialect Prejudices," recalled the national controversy that erupted over Ebonics in late

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Donna Christian, CAL President, and Deborah Tannen, University Professor at Georgetown University and member of CAL's Board of Trustees, at the dedication of the portrait of CAL's Founding Director, Charles A. Ferguson.

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Professional Development in Sheltered Instruction

Sheltered instruction is an approach that schools employ to make academic content taught in English accessible to English language learners (ELLs). In a sheltered classroom, the teacher builds students' understanding of content material by identifying key language and using strategies that will make the content more comprehensible for the learners. The Center for Applied Linguistics and California State University at Long Beach are conducting a five-year study of sheltered instruction that is designed to promote professional development between teachers and researchers and encourage critical self-reflection on instructional practices in sheltered classrooms.

The study is now in its third year. The participating teachers are trained English as a second language and content specialists who work at middle schools on the east and west coasts that have large populations of ELLs. Some have been with the project since the first year, while others joined in years 2 and 3.

In order to assess the quality of teachers' instructional delivery, the Sheltered Instruction Observation Protocol was developed, based on teacher input and current literature identifying instructional practices highly effective for teaching ELLs. Videotaped observations of participating teachers are conducted three times a year, in the fall, winter, and spring. The tapes are analyzed using the protocol, and feedback is provided for teachers, who are encouraged to reflect upon and respond to the critiques.

In addition to using class observations to improve the instructional practices of teachers in sheltered classroom settings, the project also provides opportunities for other types of professional development. Teachers participate in summer institutes and meetings are held periodically to promote interaction among project teachers from different school sites. These meetings are opportunities to (1) review the videotaped segments, (2) discuss relevant instructional concerns, such as writing clear objectives or designing lessons that address multiple literacy levels within the same classroom, and (3) exchange ideas about lesson plans and curricular materials and resources.

An additional question examined in this study is what effect these instructional practices have on students in sheltered classrooms. Several types of data are collected to assess students' academic achievement and overall language development, including: pre- and post-instruction writing samples, grades during the year, and other types of county and state language assessment and

content achievement measures. Further, case studies on several students will be conducted over the next two years to assess gains in language development and determine to what extent, if any, the gains may be attributed to the sheltered instruction from project teachers.

Although no conclusive results can be reported at this point, there are interesting observations that can be made concerning this type of sustained professional development. Many teachers are becoming more reflective about their instructional practices and are working more intently to refine their lesson plans before presenting them.

The sheltered instruction project is conducted by CAL for the Center for Research on Education, Diversity & Excellence and funded by the Department of Education's Office for Educational Research and Improvement. For more information contact Cathy McCargo (cathy@cal.org) or Deborah Short (dshort@cal.org). **CAL**

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*Improving communication through better understanding
of language and culture*

Language Policy in Perspective

On December 9, 1998, the well known language policy expert James Crawford spoke at the Center for Applied Linguistics to an audience of Washington area educators, researchers, and policy makers on the occasion of the republication of *The American Bilingual Tradition*, by the eminent European language historian Heinz Kloss. Crawford discussed the book's continuing relevance to current U.S. language policy, with a particular focus on issues related to bilingual education.



Crawford pointed out that most Americans today have little knowledge about language policy. For example, in the last decade, when the issue of declaring English the official language of the country began to heat up, most were surprised to learn that English was not already the official language. Given the public's lack of knowledge about language policy, language education, and language in general, baseless or distorted claims that are published in the media quickly become conventional wisdom.

Originally published in 1977, *The American Bilingual Tradition* offers the historical background that is missing from the current debate over language diversity and bilingualism in the United States, challenging widespread myths about differences between recent immigrants to the United States and those of past generations. Present-day proponents of an English-only policy sometimes claim that in earlier periods of U.S. history, immigrants quickly gave up their native language as they became assimilated into the majority English-speaking culture. The record shows otherwise—concentrations of speakers of languages other than English were common in the 19th century. Taking just one language group as an example, in 1900 there were at least 600,000 elementary school children receiving part or all of their instruction in German.

In an introduction written for the 1998 edition, Reynaldo Macías and Terrence Wiley highlight and contextualize Kloss's work. *The American Bilingual Tradition* is the latest volume in the series *Language in Education*, published by CAL and Delta Systems through the ERIC Clearinghouse on Languages and Linguistics. It is available from Delta Systems, Co., Inc. 1-800-323-8270 (\$22.95). [CAL](#)

Board of Trustees

The Center for Applied Linguistics is pleased to welcome two new members to the Board of Trustees: Geoffrey Nunberg of the Palo Alto Research Center of the Xerox Corporation, and June K. Phillips, Dean of the College of Arts and Humanities of Weber State University, Ogden, UT.

Dr. Nunberg, in addition to being a principal scientist at the Palo Alto Research Center, is a Consulting Professor of Linguistics at Stanford University. His writing spans a wide range of topics for both scholarly and popular audiences. He is usage editor and chair of the usage panel for the American Heritage Dictionary and also does a regular language feature on the National Public Radio program "Fresh Air." Since 1986, he has worked to help organize national opposition to the English-only movement.

Dr. Phillips has been a teacher of French in public school and a professor at Indiana University of Pennsylvania, the United States Air Force Academy, and Weber State University. In addition to serving as Dean of Arts and Humanities at Weber State, she was Associate Dean and Interim Dean of the College of Humanities and Social Sciences at Indiana University of Pennsylvania. Her recent professional activities and publications have focused largely on the National Standards for K–12 Foreign Language Education. From 1993 to 1996, she served as the project director for the development of the standards, and in 1997 to the present she has been editor of the soon to be published language-specific standards for eight languages.

Retiring from the board after completing their terms of service are Charles J. Fillmore and Catherine E. Snow. Dr. Fillmore retired from the University of California at Berkeley in 1994, but continues to be affiliated as a Professor in the Graduate School. In that capacity he teaches and pursues research in computational lexicography. Dr. Snow served as Vice-Chair of the Board for three years. Affiliated with the Harvard Graduate School of Education since 1978, her recent research has been in the development of literacy in children. [CAL](#)





*Anthony Sarmiento, AFL-CIO
Working for America Institute*



*Protase E. Woodford, current Chair of CAL's Board of
Trustees, Educational Testing Service (retired)*

*RIGHT: The CAL birthday cake! Staff observed the
occasion at a private party.*

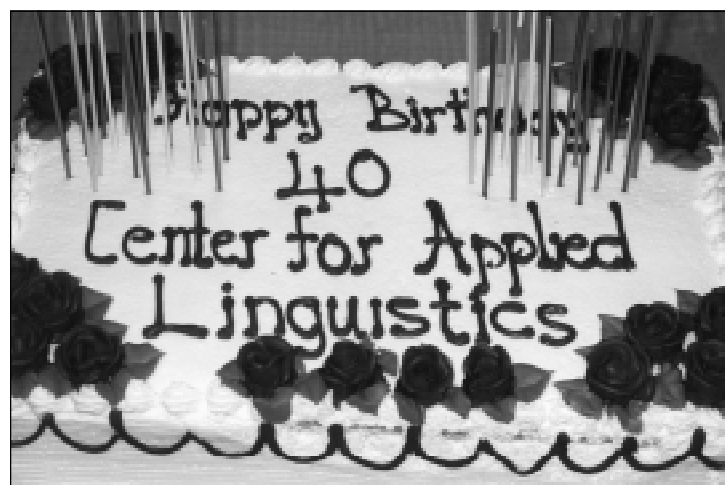
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1996 and early 1997. The Oakland (CA) School Board had decided to recognize the variety of English spoken by many African American students and to take it into account in teaching standard English. The vehement reactions of those who spoke against the decision were, she said, a distressing reminder that linguists had not made much progress in informing the public (including educators) about language and dialect diversity. The linguists' arguments had not prevailed against the popular idea that some language varieties are "junk" spoken only by people who are "too ignorant" or "too lazy" to speak "the standard language."

Such criticisms show that the idea that some languages and varieties of language have more legitimacy than others is deeply entrenched in the minds of millions of Americans. Conceding that it will be difficult to counter such deeply held convictions, Vaughn-Cooke suggested an alternative strategy: advocate a policy of multilingualism whereby all students would learn standard English and a foreign language while also preserving their native language variety.

Anthony Sarmiento, of the AFL-CIO Working for America Institute, spoke on "Immigrants in the Workplace," describing how changing demographics in the United States have resulted in the growth of a temporary, contingent workforce. Many of the jobs that immigrants seek have a policy of "employment at will." An employer may terminate their employment at any time for any reason.

How can unions serve immigrant workers? In the past, unions were slow to recruit immigrants and advocate for their welfare, but attitudes have changed in the last decade. Unions are now organizing new locals, reaching out to Asians and Hispanics, for example. They advocate for adult education and English as a second language. Sarmiento called for collaborative efforts between unions and language experts in such areas as creating better programs for teaching literacy and English as a second language and for training union organizers to work with immigrant groups.



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G. Richard Tucker, a former President of CAL who is now at Carnegie Mellon University, presented “Directions in Language Policy and Language Planning Around the World.” After surveying early milestones and presenting several themes now prominent in language policy and planning, Tucker listed some directions for the coming decade. He spoke of the need to plan for greater prominence of languages such as Spanish, Chinese, Arabic, and Hindi. He saw a need for better understanding of the impact of official language policies—why some succeed and others don’t. He also saw a need to gain a better understanding for contrasting views of multilingualism, as well as the need for research to understand and document its benefits.

Tucker urged CAL to uphold the mission established at its founding by continuing basic research and dissemination of information and by advocating for the central role of language in educational and national development.

Protase E. Woodford, Educational Testing Service (retired) and current Chair of CAL’s Board of Trustees, asked “Is This Country Monolingual or What? Foreign Language Teaching in the Next Century.” The short answer to the question is “maybe.” In truth, most Americans who speak a second or third language did not learn the language at school. Well articulated 12- to 16-year sequences of language study that give learners a chance to develop advanced proficiency are a rarity. The failure of language programs to deliver on their promises of proficiency led to a 30 percent reduction in language students in the schools between 1970 and 1982.

What can be done to change this picture? Woodford suggested that we should rely on practices that have recently shown promise of succeeding. These include heritage language programs to help immigrants maintain and develop their first language, two-way immersion programs for developing bilingual skills in language minority and language majority students, and more programs that allow long sequences of study from kindergarten through college. **CAL**



Fay Vaughn-Cooke, Florida A & M University



G. Richard Tucker, a former President of CAL, Carnegie Mellon University



LEFT: Longtime CAL staff members Curtis Lynch (1969) and Dora Johnson (1964) blow out 40 candles.

Teachers Research Two-Way Immersion

In the past few years, two-way bilingual immersion programs have figured in several of the projects of the Center for Applied Linguistics. Two-way immersion integrates language minority and language majority students in the same classroom, with the goal of academic excellence and bilingual proficiency for both groups. CAL has studied and documented the implementation of such programs, observing instructional outcomes, effects on student populations, and articulation issues. Technical assistance to two-way programs has included the development and use of instruments for evaluating the language proficiency of the students. CAL publications on two-way programs include several digests disseminated by the ERIC Clearinghouse on Languages and Linguistics, a directory of two-way programs in the United States, and *Profiles in Two-Way Immersion Education*, by D. Christian, C. Montone, K. Lindholm, and I. Carranza.

A new two-year project recently funded by the Spencer Foundation allows CAL to carry on this work through a teacher-research seminar. Participants in the project, twelve teachers in two-way immersion programs in the Arlington County (VA) Public Schools, will meet twice a month for a seminar facilitated by a CAL researcher. The goals of the project are to provide the teachers with the skills they need to conduct classroom-based research, to promote collaboration across the four sites where the teachers are based, and to evaluate the effectiveness of the teacher-research seminar as a vehicle for professional growth.

The project will proceed in three phases. The first phase gives the teachers an overview of the research process, and they will use a variety of research methods in a series of mini-projects. In the second phase, teachers will synthesize their knowledge of the research process by carrying out a full research project in their classrooms. Finally, the teachers will work collaboratively to apply their research skills to a program-wide issue.

In addition to providing information about the value of teacher-research seminars for professional growth, the project will also tap into specific professional interests of two-way immersion teachers. Given the growing popularity of two-way immersion education in the United States, such information could be highly relevant to the success of these programs.

For further information about the project contact Liz Howard at CAL (liz@cal.org). [CAL](http://cal.org)

School/Community Partnerships Add Support

When schools and families cannot provide all of the help that students need to achieve educational success, partnerships between schools and community-based organizations (CBOs) can broaden the support base. To find out how these partnerships work and what makes them successful, the Center for Applied Linguistics has conducted a study of partnerships that support the school success of language minority students. This study is one of the projects of the Center for Research on Education, Diversity & Excellence, funded by the U.S. Department of Education's Office of Educational Research and Improvement. Data came from a small national survey and from visits to 17 partnerships.

Although school/CBO partnerships serving language minority students are quite varied, the participating CBOs are of three principal types:

- ethnic organizations—such as Seattle's Filipino Community Center, which operates the Filipino Youth Empowerment Project;
- groups that organize to partner with schools—such as the Bell Healthy Start Program in Bell, California; and
- groups that offer programs and services in addition to the school partnership—such as ASPIRA of Florida, which operates alternative middle schools for Dade County Public Schools in addition to providing many other activities for young people.

Four elements seem crucial to the success of partnerships in carrying out their mission. School/CBO partnerships need adequate resources—space, materials, funding, and staff. All 17 partnerships visited employed staff who share the program participants' language, culture, and immigration experience, and who can help to make programs appropriate to the clients.

A second element in partnership success is flexibility. School/CBO partnerships are not bureaucracies. They can add new programs and partners, modify their work, and take in new participants with ease.

Flexibility leads to the third element: responsiveness to the clients. Successful partnerships offer programs that are appropriate in terms of the clients' language and culture as well as their needs. Many programs that promote school success offer tutoring, but they also mentor students to help them develop long-range goals that include post-secondary education. Another aspect of responsiveness is making programs accessible. Project Look in Seattle runs programs in apartment buildings where their clients live. Further, responsive programs emphasize clients' abilities as well as their needs. The Vaughn

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Parent Center in Pacoima, California, helps the school involve parents in school decision-making so that it can be more linguistically and culturally responsive to students.

Finally, successful programs incorporate evaluation to keep their programs effective and to attract funding.

For a report on this project with recommendations for establishing school/CBO partnerships, contact Carolyn Adger at CAL (carolyn@cal.org). **CAL**

ESL Standards in Low-Incidence Districts

Serving the language development needs of limited English proficient students presents an added challenge when these students are scattered throughout the schools and relatively few attend any one school. To meet the needs of such low-incidence districts in one state, the Center for Applied Linguistics has begun work on a professional development project funded by the Massachusetts Department of Education. This project is an extension of work that CAL directs for the implementation of TESOL's *ESL Standards for Pre-K-12 Students* (Teachers of English to Speakers of Other Languages, 1997).

In partnership with the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) and several school districts, CAL is training teachers of English language learners to provide their students with instruction to enable them to meet the state's high standards of education while also furthering the students' acquisition of English. Two of the project's goals are: (1) to familiarize teachers with TESOL's ESL Standards and with standards-based instruction, and (2) to modify or develop local curricula in light of the state content curricular frameworks and TESOL's ESL Standards.

In addition, project staff who are members of TESOL's ESL standards and assessment team are working with MATSOL on the initial development of district assessment tools to monitor student progress toward the standards, and on the development and delivery of a train-the-trainer component planned for implementation in the second year to reach other low-incidence school districts. CAL will also participate in documenting and evaluating the program's success.

For further information, contact Emily Gomez (emily@cal.org). **CAL**

ESL Preschool Initiative

In the past decade, the population of preschool children speaking a language other than English at home has grown significantly. As a result of these demographic changes, the Center for Applied Linguistics frequently receives inquiries from Head Start and other preschool programs about how best to meet the needs of these children and their families. Our research has shown that although established programs are in place for school-age English as second language (ESL) children, much less has been done for the preschool ESL population.

In Fall 1998, CAL launched an initiative to help local school systems, Head Start, and other preschool programs address the needs of preschool ESL and bilingual children and their families. Services that CAL can offer include:

- evaluations to determine how programs are currently meeting the needs of their ESL population;
- creation of developmentally and culturally appropriate assessments to evaluate the language, cultural, and cognitive development of ESL learners;
- in-service and classroom-based training models for preschool staff and workshops for ESL families;
- direct instruction and demonstration teaching; and
- consultations on specific topics, e.g., advice on curriculum development, instructional materials, multicultural children's literature, or proposal writing.

For more information about preschool teaching and training, contact Betty Ansin Smallwood (betty@cal.org), and for evaluation and assessment information, contact Valerie Malabonga (valerie@cal.org). **CAL**



CAL's new building at 4646 40th Street NW in Washington DC

CAL Works with Schools and Districts

Staff from the Center for Applied Linguistics frequently work with educators in schools and districts to provide professional development and other forms of technical assistance. The three professional development and two evaluation projects described below are just a sample of the services that CAL offers. For more information, go to www.cal.org and click on any of the specific topics under Services.

AmeriCorps

During the 1998-99 school year, CAL is providing ESL training for the AmeriCorps Volunteers based at the Latin American Youth Center in Washington, DC. The volunteers work as literacy tutors for bilingual students in a local elementary and middle school and also run the after-school programs. Their ESL training consists of interactive workshops and classroom-based support on helping learners develop second language and literacy in the elementary and middle school.

Chester County, PA

This school year, CAL is working with Alternative Language Program staff of Chester County, PA on integrating language and content instruction into their bilingual/ESL program. Topics for in-service workshops have included integrating language and content, materials adaptation, sheltered content instruction, practical classroom strategies, integrated lesson planning and thematic units, and multicultural children's literature. The workshops are augmented by classroom observations, individual consultations, and videotaping of model practices.

Newport News, Virginia

CAL conducted training for the K-12 ESL staff of Newport News (VA) Public Schools in February 1999. The training focused on second language acquisition and effective classroom strategies for ESL Learners. In-service workshops were combined with classroom-based training and staff discussions.

Falls Church City, VA

CAL conducted a comprehensive review of K-12 English as a second language programs, preschool services, and community resources for Falls Church City Public Schools, a school district in the northern Virginia suburbs of Washington, DC. The purpose of the evaluation was to assess the effectiveness of programs and services in meeting the needs of ESL students and to identify areas for improvement and modification as a basis for long-range planning. The final report presented 50 practical recommendations based on interviews and questionnaires, classroom observations, and examination of curriculum, instructional materials, and student work. The ESL program in this school system, typical of many across the country, is a small, quality program that must cope with the extensive academic and social needs of an ever-growing student population. CAL's review documented the need for more staffing to serve more students while also helping them to meet the high academic standards of the district and state.

Prince William County, VA

CAL is serving as a consultant to Prince William County Public Schools as they plan an overall research design for their ESOL Needs Assessment and Program Evaluation and begin the first phase. This involves constructing a survey that is compatible with the Office of Civil Rights regulations for limited English proficient students, to be disseminated to all district schools with ESL students in order to establish a quantitative database. Building upon these findings, the second phase will involve classroom observations and interviews (with school staff, students, and parents), using a representative sample of schools and students. A final, comprehensive report is planned.

For more information about the projects described here, contact Betty Ansin Smallwood (betty@cal.org).

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Be sure to visit CAL on the
World Wide Web!
www.cal.org

Model Early FL Programs

When schools initiate planning for the teaching of foreign languages in the early grades, they often need guidance on how to start a program. The answers to many of their questions will soon be available as a result of a study, now nearing completion at the Center for Applied Linguistics, which identified seven schools with model early foreign language programs.

The five elementary and two middle school programs were selected from a nominated pool of approximately 100 programs nationwide. In addition to meeting a number of demanding selection criteria, each of the seven programs was visited by CAL staff for two days of classroom observations, data collection, and interviews with students, teachers, staff, administration, and parents. The selected programs have a wide geographic distribution and represent differing designs for foreign language programs in several languages: four content-based FLES (foreign language in the elementary school) programs, one partial immersion program, one middle school FLES continuation, and one middle school immersion continuation.

The five elementary schools selected are:

- Ephesus Road Elementary School, Chapel Hill, NC
- Bay Point Elementary Magnet School, St. Petersburg, FL
- Sumner Avenue & Armory Street Schools, Springfield, MA
- Larchmont Elementary School, Toledo, OH
- Richmond Elementary School, Portland, OR

The two middle schools are:

- Gideon Welles Middle School, Glastonbury, CT
- Andrew Jackson & Greenbelt Middle Schools, Capitol Heights, MD

Further information about these schools is available at www.cal.org/earlylang. A complete description of these models, with suggestions on how to start a program, will be published later this year. Watch the CAL Web site (www.cal.org) for an announcement of the availability of the publication. Funding for this project was provided by two U.S. Department of Education grants, one from the Office of Postsecondary Education, International Research and Studies Program, and the second through a subcontract from the Northeast and Islands Regional Educational Laboratory at Brown University. [CAL](#)

Heritage Languages in America

While English is indisputably the primary language of the United States, at the same time, we need citizens who are able to function at highly proficient levels in both English and other languages. The Center for Applied Linguistics (CAL) and the National Foreign Language Center (NFLC) have joined in the Heritage Languages Initiative, a national effort to develop the rich linguistic resources of our nation's heritage communities by strengthening the educational institutions that work with them.

The first major project of this initiative is a national conference on Heritage Languages in America, to be held October 14–16, 1999 at the Westin Hotel in Long Beach, CA. Organized by CAL, NFLC, and California State University at Long Beach, the conference has two goals:

- to share knowledge and resources to help those working with heritage language learners; and
- to establish structures for maintaining dialogue within and among these groups.

Approximately 400 participants are expected to attend, representing the five constituencies involved in the initiative: heritage language communities and schools, pre-K–12 heritage language educators, higher education institutions, researchers, and consumers of language expertise. For more information about the Heritage Languages Initiative, visit the CAL Web site at www.cal.org or the NFLC Web site at www.nflc.org. For more information about the conference, contact Joy Peyton at CAL (joy@cal.org). [CAL](#)

Russian Test with Training Kit

CAL's Foreign Language Education and Testing division recently completed a Russian Speaking Test (RST) together with a Rater Training Kit. The RST is a Simulated Oral Proficiency Interview (SOPI) that assesses the speaking skills of students of Russian using the criteria of the *Guidelines for Speaking Proficiency* (American Council on the Teaching of Foreign Languages). Instructors can use the self-instructional Rater Training Kit on their own or with colleagues to learn how to apply the ACTFL criteria to the scoring of the RST or to similar oral proficiency assessments. Kits are also available for Spanish, French, German, Chinese, Japanese, and Arabic. For further information, contact Laurel Winston (laurel@cal.org). [CAL](#)

New CAL Publications

Digests and Q & As are two- to four-page publications that highlight a topic of current interest in the field of education. They may be ordered from CAL free of charge, or the full text may be read on the Web at the indicated addresses.

ERIC Clearinghouse on Languages and Linguistics

These three digests are available on the Web at <http://www.cal.org/crede/pubs/index.htm#DIGESTS>.

- Developing Language Proficiency and Connecting School to Students' Lives: Two Standards for Effective Teaching
- From At-Risk to Excellence: Principles for Practice
- Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success

The following digests are available on the Web at <http://www.cal.org/ericll/digests>.

- In Their Own Words: Two-Way Immersion Teachers Talk About Their Professional Experiences
- Languages Across the Curriculum
- Meeting the National Standards: Now What Do I Do?
- Reading with a Purpose: Communicative Reading Tasks for the Foreign Language Classroom
- Scheduling Foreign Languages on the Block
- Tapping a National Resource: Heritage Languages in the United States
- Ten Common Fallacies About Bilingual Education

National Clearinghouse for ESL Literacy Education

Digests

These digests are available on the Web at <http://www.cal.org/ncl>.

- Improving Adult ESL Learners' Pronunciation Skills
- Using the World Wide Web with Adult ESL Learners
- Using Children's Literature in the Adult ESL Classroom
- Using Project-Based Learning with Adult English Language Learners

Q & A

- Current Concepts and Terms in Adult ESL Literacy

Center for Research on Education, Diversity & Excellence

Research briefs are a new series of two-page summaries for educational practitioners, policy makers, and researchers. They highlight important findings of CREDE investigations and discuss their application in school settings. They are available on the Web at <http://www.cal.org/crede/pubs/index.htm#RESEARCH>.

- Teaching Language Minority Students in Elementary School
- Standards for Professional Development: A Sociocultural Perspective **CAL**

Databases on the Web

To make research results more accessible to the public, CAL now offers access to several directories and databases through its Web site at <http://www.cal.org/public/databases.htm>.

The *Directory of Two-Way Bilingual Immersion Programs in the U.S.* contains profiles of 225 two-way programs (programs that serve language minority and language majority students in the same classroom and deliver instruction via English and another language). Information about program size, student population, subjects taught in each language, and assessment tools is provided for each program.

The *Secondary Newcomer Programs in the U.S.: 1996-1997 Directory* contains profiles of 60 secondary school programs in 18 states for newcomers (students with limited English proficiency that have recently arrived in the U.S.). Search for programs by school level, state, language of instruction, length of daily program, length of enrollment, program location, and type of community.

The *Directory of Total and Partial Immersion Language Programs in U.S. Schools* includes 242 schools in 28 states and Washington, DC that teach all or part of their curriculum through one of eleven second languages. Contact information, numbers of students and teachers, and other information are provided for each school.

The *National Directory of Early Foreign Language Programs* is a state-by-state searchable database with nearly 1500 public and private elementary and middle schools that start teaching foreign languages before Grade 7.

The *WorkWorld Database* is a searchable database listing programs, documents, and experienced personnel in the areas of workplace English as a second language (ESL) and skills training, including vocational ESL (career and recertification), applied science and math ESL, and school-to-work transition.

The *ESL Standards Implementation Database* contains information about states and districts that are implementing the ESL Standards in the areas of curriculum development, professional development, and assessment.

The *Foreign Language Testing Database* contains information on tests in over 70 languages, with information on test level, skill area, format, scoring method, materials, cost, and availability.

The database of *Materials for the Study of the Less Commonly Taught Languages* includes information on textbooks, grammars, readers, and bilingual dictionaries for approximately 900 languages. **CAL**

Materials for Adult ESL Instruction

CAL staff in the National Clearinghouse for ESL Literacy Education have developed materials to accompany videotapes for two different publications from Delta Systems Co., Inc. *A Day in the Life of the González Family* is supported by a student text and teacher's guide. A teacher's manual was also developed for *Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy*. Both publications are designed to develop English language and literacy for adult learners. They may be ordered from Delta Systems Co., Inc. 1-800-323-8270.

A Day in the Life of the González Family, by Carol Van Duzer and Miriam Burt

Using video as a spark, *A Day in the Life of the González Family* offers high beginning through intermediate adult English language learners opportunities to develop communication skills and acquire cultural content relevant to their daily lives. The video and student text focus on the five members of an immigrant family from Mexico who live in the Napa Valley of California. Developed and field tested for classroom use by the Napa Valley Adult School (Napa Valley Unified School District), the video portrays typical experiences such as exploring educational options, looking for work, helping children in school, getting along with co-workers, and giving and receiving job evaluations. The student text consists of thematic units derived from these experiences. The teacher's guide accompanying the video provides additional activities. (Video plus teacher's guide \$19.95; student text \$12.95; video, teacher's guide, and student text \$29.95.)

Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy, edited by Gail Weinstein

Adult learners can flourish when they have opportunities to develop English language and literacy skills while reflecting, individually and in collaboration with others, on their changing lives. *Learners' Lives as Curriculum: Six Journeys to Immigrant Literacy* discusses the means for developing curriculum and materials that speak to learners' most pressing concerns and desires. The book and accompanying videotape, developed by participants in a San Francisco-based project supported by the Lila Wallace Reader's Digest Fund, are designed to help practitioners explore ways to use learner-generated narratives and texts as the basis for developing relevant, project-based lessons and thematic units. (Video and book \$29.95) [CAL](#)

K-12 Research Reports

The Center for Research on Education, Diversity & Excellence (CREDE) has three new publications in its research report series.

Pedagogy Matters: Standards for Effective Teaching Practice, by Stephanie Stoll Dalton

This report presents CREDE's five standards for effective pedagogy: joint productive activity, language and literacy development, meaning making, complex thinking, and instructional conversation. The standards emerge from principles of practice that have proven successful with majority and minority at-risk students in a variety of teaching and learning settings over several decades. Each standard is accompanied by a set of indicators and illustrated with examples from classrooms. (RR4, \$4.00)

Educational Reform Implementation: A Co-Constructed Process, by Amanda Datnow, Lea Hubbard, and Hugh Mehan

In this report, the researchers present their initial findings from a study of two CREDE projects: one on the implementation of the school reform efforts in "Sunland County" schools, and the other on the implementation of the Advancement Via Individual Determination untracking program in Kentucky schools. The researchers examine how reform efforts succeed, and discuss the consequences of different perspectives involved in the implementation process, the influence of the schools' cultures, and how school-site educators may facilitate or hinder the process of reform. (RR5, \$4.00)

The Effects of Instructional Conversations and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students, by William M. Saunders and Claude Goldenberg

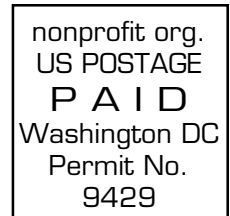
In a study of English language arts transition programs for Spanish speaking students, researchers found that when teachers used both literature logs and instructional conversations with limited English proficient fourth and fifth graders, the students understood the literature being studied better than when teachers used only one of the techniques. For students already fluent in English, however, the combined effects of literature logs and instructional conversations were not significantly greater than the effect of a single instructional approach. (RR6, \$4.00)

To order reports, send a check or purchase order to CAL/CREDE, attention C. Daniels, 4646 40th Street NW, Washington, DC 20016-1859. Include 10% for shipping and handling. For more information, contact crede@cal.org. [CAL](#)



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- CLL's print and electronic publications provide accurate, balanced, and timely information on a wide range of topics in language education to teachers, researchers, parents, and others.

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