

Dialect Diversity and Schooling

Just over a year ago, the news media were full of the controversy over the resolution on Ebonics from the Oakland, CA School Board. The Board had decided to recognize the language variety spoken by many African American students and to take it into account in teaching Standard English. The controversy has abated for the present, but the underlying issues remain.

The Center for Applied Linguistics and the Graduate School of Arts and Sciences at Howard University have established a coalition of national organizations committed to leading a coherent, informed response to these issues. In January 1998, this group sponsored a national invitational conference in New York on Language Diversity and Academic Achievement in the Education of African American Students. The meeting brought together some 50 national leaders in language, education, and public policy.

Speakers urged teacher education programs to give the nation's teachers accurate and practical information about language and dialect diversity to enhance their ability to teach students who come from a variety of language communities. They also described

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Chat Online with Language Experts

Delta Systems Co., Inc. and the Center for Applied Linguistics have joined forces to provide free live professional development events on the Internet for educators in English as a second or foreign language. The series began on March 4, 1998 and continues through May 31. Anyone interested in these sessions can access them on CAL's Web site at www.cal.org/chat.

Each event begins with a one-hour real-time chat session in which participants may interact with a guest expert. The expert continues to be available during a four-day bulletin board discussion accessible 24 hours a day for participants to read and respond to as they like, when they like. Those who have missed earlier events can still go to CAL's Web site for transcripts of the live sessions and to read the archived follow-up discussions, as well as view handouts and related resources.

Earlier chats in the series include:

- "How Best to Help Immigrant Students Through Secondary School" with Tamara Lucas
- "Innovative Ways to Write with Adult Learners" with Joy Kreeft Peyton

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- “How to Craft Relationships with Your Students that Promote Success” with Jim Cummins
- “When and How Should Students Transition to English Reading?” with Catherine Snow
- “Q&A on Two-Way Immersion” with Liz Howard and Chris Montone
- “How to Respond to English-Only Initiatives” with James Crawford

The final events, two online adult ESL discussions, each last for two weeks:

- May 4–18 “How Do We Measure Progress?” Carol Van Duzer, a long-time adult educator who has coordinated several program-based assessment initiatives, will lead a discussion on what counts as progress and what can be assessed and documented.
- May 18–31 “How Can ESL Educators Make the Employment Connection?” Miriam Burt, a former program director in workplace settings, will lead a discussion of what language and basic skills are needed and what practitioners are doing to integrate language and employment skills in their programs.

For additional information, contact Chris Montone at chris@cal.org, or go to CAL’s Web site www.cal.org. **CAL**

Board of Trustees

The Center for Applied Linguistics is pleased to welcome Benjamin O. Canada to the Board of Trustees. Currently serving as the Superintendent of the Atlanta, GA Public School System, Dr. Canada has had a long and distinguished career as an educator. His wealth of experience includes service as a teacher, vice principal, principal, assistant superintendent, and deputy superintendent, as well as superintendent. He has served in educational settings from elementary school through high school and in six states from Washington to Georgia. He is the first African American to be elected to the executive committee of the American Association of School Administrators.

Noted for the implementation of various innovative educational practices, Dr. Canada is an advocate for creativity in instruction and stresses teacher

accountability. While Superintendent of the Jackson, MS Public School District, he created an International Baccalaureate Program which featured courses in foreign languages, advanced mathematics and science, and oral and written communication. He is a true friend of educators, parents, the business community, and other groups supportive of quality education for all children.

Retiring from the board after completing their terms of service are Nguyen Ngoc Bich and Arnold Mitchem. Mr. Bich has been active in Vietnamese refugee resettlement and education since 1975. He was Deputy Director of the Office of Bilingual Education and Minority Languages Affairs from 1991 to 1993. Dr. Mitchem is Executive Director of the National Council of Educational Opportunity Associations, and in that capacity frequently testifies before Congress for equal educational opportunities for low-income and minority students. While on CAL’s Board, he served as Vice-Chair. **CAL**

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CENTER FOR APPLIED LINGUISTICS

Donna Christian
President

1118 22nd Street NW, Washington DC 20037-1214
Tel 202-429-9292 • Fax 202-659-5641

CAL SUNBELT

Allene G. Grognet
Director, Sunbelt Office

630 South Orange Avenue, Suite 103
Sarasota FL 34236-7504
Tel 941-953-5387 • Fax 941-364-9000

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Participants at the January 1998 conference on Language Diversity and Academic Achievement in the Education of African American Students included (left to right): Shelley Wong (Teachers of English to Speakers of Other Languages), Carolyn Adger (Center for Applied Linguistics), Fay Vaughn-Cooke (University of the District of Columbia), Geneva Smitherman (Michigan State University), and Ana Celia Zentella (Hunter College).

successful programs for educating teachers and their students about how English varies in different geographical regions and social groups. (See box for conference program.)

Those attending the conference agreed that contrasts between Standard English and some of the varieties of English spoken by African American students frequently are not well understood. This lack of understanding leads to ineffective classroom instruction and to the mistaken identification of differences between language varieties as deficiencies in reading, writing, and speaking. Lack of understanding combined with negative attitudes fosters low expectations that often impede academic achievement for the students involved.

Members of the coalition are the American Asso-

ciation for Applied Linguistics, the American Dialect Society, the American Speech-Language-Hearing Association, the Center for Applied Linguistics, the Council of the Great City Schools, Howard University's Graduate School of Arts and Sciences, the Linguistic Society of America, the National Alliance of Black School Educators, the National Black Association for Speech-Language and Hearing, the National Communication Association, the National Council of Teachers of English, the Office of Educational Research and Improvement at the U.S. Department of Education, and Teachers of English to Speakers of Other Languages.

For more information visit CAL's Web site at www.cal.org/ebonics, or contact Carolyn Adger at carolyn@cal.org. **CAL**

Conference Program

Language Diversity and Academic Achievement in the Education of African American Students:
An Overview of the Issues *John R. Rickford, Stanford University*

Language Diversity and Academic Achievement in the Education of African American Students:
Perspectives from the Schools *Benjamin Canada, Atlanta Public Schools*

Language Diversity and Classroom Discourse *Courtney Cazden, Harvard University*

Language Diversity and Teacher Education *John Baugh, Stanford University; Terry Meier, Wheelock College*

Language Policy and Classroom Practices *Geneva Smitherman, Michigan State University*

Language Diversity in Curriculum and Instruction *Kelli Harris-Wright, DeKalb County (GA) School System; Charlie Mae Knight, Ravenswood (CA) City School District; Walt Wolfram, North Carolina State University*

Language Diversity and Assessment *Asa Hilliard III, Georgia State University; Fay Vaughn-Cooke, University of the District of Columbia*

Changes at CAL's Web Site

In December of last year, the Web site of the Center for Applied Linguistics was redesigned and enhanced to make it a more useful and user-friendly online resource. Our home page now changes monthly to announce new projects, products, and events. We have also added several features to help users locate the information that they need:

- New Topic Areas (such as “Immigrant Education” and “Language Testing”) provide starting points for finding publications, resources, and links to relevant external Web sites.
- An entirely new feature, Links, offers connections from our site to other organizations and projects.
- Our Publications and Products area has also been reorganized and cross-referenced so users can quickly and easily find what they are looking for.

We add new content to our site daily in order to make www.cal.org a resource people will not want to miss. We think you will like our new look and hope that you will visit often.

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), operated by CAL, has also redesigned its Web site. New features at www.cal.org/ericll include brighter graphics and new links to language-oriented organizations, federal agencies, other ERIC clearinghouses, and the award-winning Ask ERIC service. Also added are details about including new information in the ERIC database. Visit our site for news and notes about conferences, publications, and developments in the fields of language education and linguistics. As always, full text of ERIC digests, minibibliographies, and the *ERIC/CLL News Bulletin* are available to the public free of charge at the site.

The National Clearinghouse for ESL Literacy Education (NCLE), an adjunct ERIC clearinghouse operated by CAL, recently expanded its special collection of resources for adult ESL literacy education. NCLE's Web site at www.cal.org/ncle now boasts a Frequently Asked Questions (FAQs) feature that acts as a starting point for exploration of issues in the field and NCLE's publications on those issues. Continuing features include the full text of 54 digests on topics in the teaching of English as a second language

to adults, information on the NIFL-ESL listserv, the latest issue of *NCLENotes* newsletter, and details on all NCLE publications. Visit the FAQs and other pages on NCLE's Web site. We welcome your feedback and suggestions. **CAL**

Stanford Extends Use of SOPI

For several quarters, the Language Center at Stanford University has used the Simulated Oral Proficiency Interview (SOPI) in various languages as an instrument to place students in foreign language courses and evaluate their progress. The SOPI is a taped speaking test developed by the Center for Applied Linguistics and scored according to the Speaking Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). Members of Stanford's language faculty learned to score SOPIs through prior experience with the ACTFL Oral Proficiency Interview and through the use of CAL's self-instructional rater training kits.

Because of their extensive use of SOPIs in commonly and less commonly taught languages, the Language Center felt a need to develop additional forms of the tests for these languages, as well as to develop SOPIs for use in their Special Languages Program, beginning with Greek and Swahili. Accordingly, the Language Center contracted with CAL to conduct a workshop on how to develop appropriate SOPI tasks.

The material for the three-day workshop was based on CAL's *Test Development Handbook* for the SOPI. Language instructors participating in the workshop learned about the relation between different types of SOPI tasks and speaking performance at different ACTFL proficiency levels. They worked in small groups to develop SOPI tasks, then met together to critique and revise them. They learned about the development of a SOPI task bank and the next steps in producing, piloting, and field testing the new SOPI forms. The new tests will extend the ability of Stanford's Language Center to assess the oral proficiency of large numbers of students.

For more information on SOPI test development workshops, as well as other workshops on foreign language performance tests, contact Dorry Kenyon at dorry@cal.org. **CAL**

National K–12 Foreign Language Survey

The Center for Applied Linguistics recently conducted a comprehensive national survey of foreign language programs in elementary and secondary schools. The survey, which was funded by the U.S. Department of Education, elicited data on amount of foreign language instruction, foreign languages being taught, program types, scheduling, curriculum and materials, teacher training, and major issues facing the field. It also asked for new data about foreign language enrollments, assessment, and responses to national reform efforts. Comparison with a survey CAL carried out in 1985–87 shows trends in foreign language instruction in grades K–12 in the United States.

The survey was sent to a random sample of principals at approximately six percent of all public and private elementary and secondary schools in the country. Questionnaires were completed by principals and foreign language teachers at 1534 elementary schools and 1650 secondary schools, for an overall response rate of 56 percent.

Results show that foreign language instruction in elementary schools has increased by nearly 10 percent since 1987 (from 22 to 31 percent of all elementary schools), while foreign language instruction in secondary schools has remained stable.

A draft report of survey results is now available at CAL's Web site at www.cal.org/cal/html/results.htm. For further information, or to receive a copy of the final summary when it becomes available, contact Lucinda Branaman at lucinda@cal.org or Nancy Rhodes at nancy@cal.org. **CAL**

Educators Collaborate

In a one-year project funded by the Arthur Vining Davis Foundations, educators will develop skills and resources to improve the education of high-school-aged English language learners (ELLs). Participants in the project, conducted by the Center for Applied Linguistics, will be three-person teams consisting of an ESL teacher, a teacher of math, science, or history, and a school administrator. The teams will be selected from five high school districts that are heavily affected by increasing numbers of ELLs:

Broward County, FL; Los Angeles, CA; New York City; San Antonio, TX; and Washington, DC.

With the premise that ELLs learn best when language and content are taught in an integrated manner, the project's activities will encourage and facilitate interdisciplinary collaboration. Content teachers will learn and practice a variety of interactive techniques for integrating language instruction into their math, science, and history classes. ESL teachers will learn and practice strategies for integrating subject matter into their language classes. Administrators will learn about interdisciplinary approaches to staff development and curricular innovations for their schools.

CAL successfully implemented a similar collaborative approach in earlier projects for elementary and middle school educators funded by the U.S. Department of Education. For the high school level, the original concept has been modified to provide structures and support to overcome the departmental boundaries that often hinder collaboration among colleagues. One outcome of the current project will be a national model that may be implemented at other high schools across the country.

For further information, contact Betty Ansin Smallwood at betty@cal.org or visit the project Web site at www.cal.org/html/avd.htm. **CAL**



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IN RECOGNITION OF
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TO TESOL

AND THE FIELD OF ENGLISH AS A
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SEATTLE, WASHINGTON USA

1998

TEACHERS OF ENGLISH TO SPEAKERS
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On March 17, 1998, CAL President Donna Christian accepted a special recognition award at the opening plenary session of the 32nd Annual Convention of TESOL.

CAL Authors at Library of Congress

On October 22, 1997, the Center for Applied Linguistics and the Center for the Book at the Library of Congress co-sponsored "The Politics of Language and Literacy," a presentation and discussion with researchers Terrence Wiley of California State University, Long Beach and Reynaldo Macías of the University of California, Santa Barbara. More than 100 people assembled in the Mumford Room at the Library of Congress for the event. Talks by Wiley and Macías were followed by a lively discussion of bilingual education, myths about literacy, and the ways in



CAL board member Deborah Tannen of Georgetown University moderates the discussion at the forum on "The Politics of Language and Literacy." In her newest book *The Argument Culture* (Random House, 1998), Tannen maintains that the pervasive tendency in our culture to frame debate as conflict leads to polarization and the breakdown of communication.
PHOTO BY PAT FISHER

which public debate becomes polarized. The discussion was moderated by CAL board member and Georgetown University professor Deborah Tannen.

Wiley's *Literacy and Language Diversity in the United States* was published by CAL and Delta Systems in 1996. Both Macías and Wiley contributed to CAL and Delta's re-issue of *The American Bilingual Tradition* by Heinz Kloss (in press). To order either book, call Delta Systems at 1-800-323-8270 or visit Delta's Web site at www.delta-systems.com. CAL

Teaching At-Risk K-8 Students

Teaching Alive! is an interactive CD-ROM for professional development from the Center for Research on Education, Diversity & Excellence (CREDE). Designed as a textbook for teacher preservice or inservice education, *Teaching Alive!* uses video clips and lesson transcripts to illustrate five principles for effective teaching of at-risk K-8 students:

- facilitate learning through joint productive activity among teachers and students;
- develop competence in the language and literacy of instruction throughout all instructional activities;
- contextualize teaching and curriculum in the experiences and skills of home and community;
- challenge students toward cognitive complexity;
- engage students through dialogue, especially the instructional conversation.

The CD-ROM is \$49.00 for individuals and institutions, \$39.00 for students and university bookstores. For more information or to place an order, contact CREDE at 1-202-429-9292, ext. 224 or at crede@cal.org. CAL

Bimonthly Magazine and Teaching Tips

Staff from the National Clearinghouse for ESL Literacy Education at CAL edit two commercial magazines with accompanying teaching tips for use in English as a second language and Spanish language courses for young adults and adults.

English Digest is a high-interest, easy-to-read, bimonthly magazine for adult English language learners. Regular features and columns include such topics as health concerns, immigration issues, jobs, beauty, national news, and consumer information. *La Familia de la Ciudad*, the Spanish-language version of the digest, is translated and edited by CAL for use in high school or adult education Spanish classrooms.

CAL staff also create companion bimonthly publications for *English Digest* and *La Familia de la Ciudad* to serve as teacher's guides. *English Digest*

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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.

ERIC Clearinghouse on Languages and Linguistics

Digests

- From At-Risk to Excellence: Principles for Practice
- Internet Technologies for Authentic Language Learning Experiences
- More Than Just the Internet: Technology for Language Teaching
- Professional Development of Foreign Language Teachers
- Reforming Mathematics Instruction for ESL Literacy Students
- Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success

National Clearinghouse for ESL Literacy Education

Digests

- The Adult ESL Teaching Profession
- Social Identity and the Adult ESL Classroom
- Using Volunteers as Aides in the Adult ESL Classroom

Q & A

- Using Software in the Adult ESL Classroom **CAL**

Magazine from previous page

Teacher's Tips gives teaching suggestions for specific articles as well as a glossary of useful vocabulary for each issue of the *English Digest*. The teaching suggestions are adapted in *La Familia de la Ciudad Teacher's Tips* for use in the Spanish as a foreign language classroom.

Subscriptions to the magazines are available for \$6.95 per year from Delta Systems, Inc. at www.delta-systems.com or by calling 1-800-323-8270. A free copy of *Teacher's Tips* is included with each class set of twenty or more. For more information, contact Miriam Burt at miriam@cal.org. **CAL**

Topics in Immigrant Education

As the presence of immigrant students is felt in schools nationwide, school staff are increasingly under pressure to examine their assumptions concerning the students in their classes and their own instructional practices. Most do not receive this preparation before entering the workforce, however, and they have limited opportunities to update their knowledge and skills on an ongoing basis throughout their careers. *New Concepts for New Challenges: Professional Development for Teachers of Immigrant Youth*, by Josué M. González and Linda Darling-Hammond, develops a framework for considering what teachers need to understand about their students, what kinds of professional development experiences are likely to facilitate those understandings, and what kinds of teacher education programs and school settings are able to support their ongoing learning. The authors describe promising new structures and practices for professional development, profiling several highly successful preservice and inservice programs. This is the second volume in the series *Topics in Immigrant Education*, edited by Joy Kreeft Peyton and Donna Christian. (\$20.95). Order from Delta Systems Co., Inc. 1-800-323-8270. **CAL**

Foreign Language Assessment

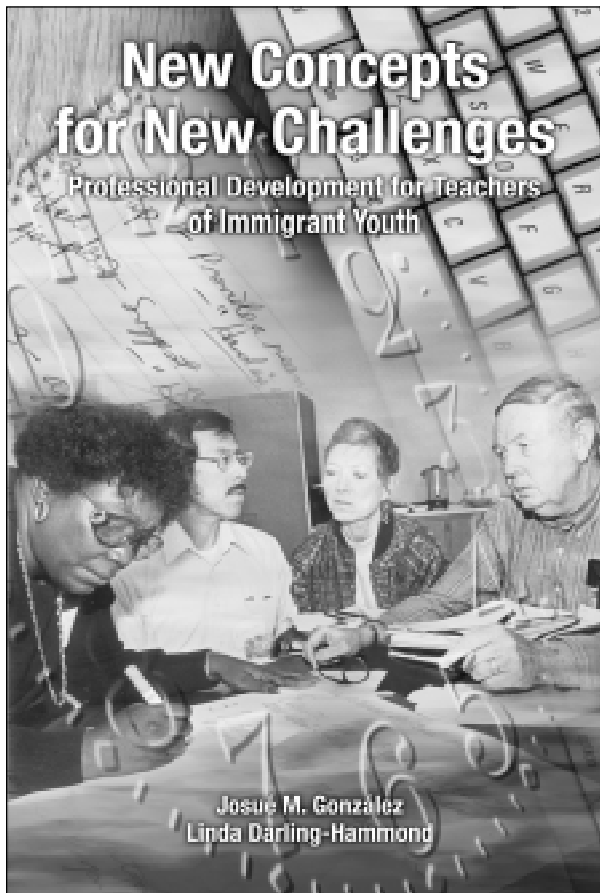
Foreign Language Assessment in Grades K-8, compiled by Lynn Thompson, is an annotated bibliography of assessment instruments currently in use in elementary and middle schools across the country. It is the second, revised edition of the bibliography *K-8 Foreign Language Assessment*, published in 1995. Each entry in the 150-page new edition includes information on availability, current users of the instrument, type of program in which the instrument is used, intended grade level, intended test use (e.g., placement, achievement), skills tested, test authors, publication date, cost, length, test materials, format, and scoring method. The book also includes a section of selected resources related to foreign language assessment. (\$14.95). Order from Delta Systems Co., Inc. 1-800-323-8270. **CAL**

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Center for Applied Linguistics
1118 22nd Street NW
Washington DC 20037-1214

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The second volume in the series *Topics in Immigrant Education* is now in print. See page 7.



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