

The CAL Reporter



CAL has moved. See page 8

Heritage Language Initiative Launched

There is a long history in the United States of educational programs designed to help immigrant, Native American, and other language minority students improve their command of English. However, relatively few educational programs have recognized the native languages of these students as a valuable national resource.

The Center for Applied Linguistics (CAL) and the National Foreign Language Center (NFLC) have launched an initiative to overcome this neglect of heritage languages. The

goal is to help the U.S. education system recognize and develop the heritage language resources of this country as part of a larger effort to educate citizens who can function professionally in English and other languages.

To achieve this goal, the Heritage Language Initiative seeks to increase dialogue and promote collaboration among a broad range of stakeholders: students, parents, and the broader community, as well as educators and researchers; heritage language schools, as well

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Computer Technology and Language Testing

Two projects in the Foreign Language Education and Testing division at CAL feature multimedia computer technology to create and deliver efficient, adaptive, and interactive language tests. The projects are funded through the U.S. Department of Education.

The Computerized Oral Proficiency Interview (COPI) in Spanish, Chinese, and Arabic is a computer-administered adaptation of CAL's tape-mediated Simulated Oral Proficiency Interview (SOPI). Within certain limits, the COPI allows examinees to determine the following aspects of the test items: the amount of time to prepare for and respond to the item; the speech function, topic, and level of difficulty of the performance task; and the language used in the directions given for each task.

The test begins with a sample task to which examinees respond. Thereafter, actual test tasks are drawn from a large underlying pool. For each task, examinees hear directions presented by the multimedia computer and see accompanying text and pictures on the screen. They then record their oral responses, speaking into a microphone. Their digitized responses are stored on the computer.

The pilot version of the Spanish COPI will be tested at Stanford University, Georgia Southern University, and a few other universities later in the Fall 1998 semester. The Chinese and Arabic COPIs will be piloted in the Spring and Summer of 1999.

The second project, the Multi-Media Rater Training Kit (MM-RTK), is a computer-based, interactive version of the self-instructional Rater Training Kit that CAL developed for raters of the SOPI. Since the MM-RTK is computer based, it adapts to raters' level of familiarity with the proficiency guidelines of the American Council on the Teaching of Foreign Languages (*ACTFL Guidelines*) and their rating ability, a significant improvement over the older version.

The MM-RTK program first provides trainees with basic information about the SOPI and the *ACTFL Guidelines*. Pretests and posttests then ensure that they have mastered the material. Next, trainees

listen to samples of examinees' performance and practice rating them.

The program design gives raters control of what samples they listen to, the sequence of the samples, and the number of repetitions. The program also requires that the trainees correctly rate a predetermined number of samples in order to pass the exercises. The last part of the program trains raters to give an overall proficiency rating based on examinees' performance on individual tasks.

The prototype of the MM-RTK will be pilot tested with Spanish teachers and professors in Fall 1998, and final MM-RTKs for Spanish, French, and German will be available late in the Fall of 1999. For further information, contact Dorry Kenyon at CAL (dorry@cal.org). [CAL](http://cal.org)

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Improving communication through better understanding of language and culture

A Tribute to Two Founders

Staff at the Center for Applied Linguistics were saddened by the recent deaths of two *Emeritus Trustees*, Charles A. Ferguson and Melvin J. Fox. These two men, more than any others, were responsible for conceiving and launching CAL in 1959—when Fox was a program officer at the Ford Foundation, which provided the initial funding, and Ferguson was a Harvard University Lecturer who became the first Director of CAL and built the organization. They both remained involved and interested in our work until their deaths. We will miss their counsel and their friendship greatly, as we treasure the legacy they have left to us.

—Donna Christian, President

Charles A. Ferguson (1921–1998)

Charles Albert Ferguson, professor emeritus of linguistics at Stanford University and founding director of the Center for Applied Linguistics, died on September 2, 1998 at the age of 77. He was a leading figure in linguistics—from sociolinguistics to child language development to Arabic and Bengali studies and beyond. “Fergie,” a name used with affection by many who admired him, was remarkable for the breadth of his interests and achievements and for the intensity of his approach to scholarship in all areas.

Growing up in Philadelphia, Fergie’s fascination with language issues was sparked by his multilingual surroundings and his language courses in high school (Latin, French, and German). He began his study of Arabic and Bengali at the University of Pennsylvania, where he received his bachelor’s degree in philosophy and linguistics, and master’s and doctoral degrees in Oriental studies.

After receiving his doctorate in 1945, Fergie began his career as a “scientific linguist” for the Foreign Service Institute of the U.S. Department of State. In his autobiography, he noted that this move displeased some academic friends, but he found it to be a wonderful opportunity, and “For the next 20 years, I was constantly operating with a professional tension between solving practical language problems and doing academic linguistics.” From there he went to



Harvard University’s Center for Middle Eastern Studies, where he was a Lecturer in Linguistics and taught Arabic.

In 1959, Fergie jumped into the area of tension with both feet with the establishment of the Center for Applied Linguistics, where he set the organization on the path of applying linguistics to the solution of practical language problems. He saw the increasing demand for English teaching around the world and the tremendous

need for developing resources in the less commonly taught languages in the United States as challenges that called for an organization like CAL. During this time, he drew attention to the importance of studying the role and uses of language, and specific languages, in public life. He chaired the Social Sciences Research Council’s Committee on Sociolinguistics that is widely regarded as the impetus for that discipline.

From CAL, Fergie went to Stanford University in 1967, where he founded the Department of Linguistics, served as its first chair and was a faculty member until his retirement in 1987. His teaching and research at Stanford reflected his diverse interests, from traditional linguistic analysis, to child language, to language and religion, to phonology and phonetics. His impact on students enriches the field, as many of the leaders in many areas of linguistics today studied with him.

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Melvin J. Fox (1913–1998)

Following his graduation from The American University in Washington, DC with a major in Economics, Mel Fox worked for a variety of organizations, including the Carnegie Endowment for International Peace and the U.S. Committee for United Nations Day. In 1951, he joined the Ford Foundation as a charter staff member and served with the Foundation in several capacities until his retirement in 1977.

Although not himself a specialist in applied linguistics, Mel was a central figure in the development of the discipline and in the establishment of CAL. As Mel noted, “Although I was never a properly initiated, and therefore legitimate, member of the ‘club of academics’...I considered myself to be a friend of the field.” Indeed, as the record shows, Mel was instrumental in the planning and funding for the so-called “Ann Arbor Conference” convened at the University of Michigan in 1958, which discussed the potential contributions of (applied) linguistics to education



and national development, as well as the need for a center or clearinghouse to coordinate work in this area. A recommendation from conference participants, and continuing staff work by Mel, led directly to CAL’s founding in 1959, with initial core funding from the Ford Foundation.

During the 1960s and 1970s, the Foundation played a key role in supporting innovative language education activities throughout the world, for example:

- surveys such as the Survey of Language Use and Language Teaching in East Africa and the International Research Project on Language Planning Processes;
- the development of important centers such as the Language Study Center in the Philippines and the Bourguiba Institute for Living Languages in Tunis;
- support for myriad individual scholars through the Foundation’s graduate fellowship programs.

The common element in all of the Foundation’s language education activities was Mel Fox, who

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Fergie’s enormous list of awards, honors, and publications far exceeds the capacity of this space. His publications (over a dozen books and 100 articles) span time and discipline, from his seminal article on *diglossia* in 1959, to books on language planning (1968), child language (1973), language universals (1978), and phonological development (1992). He contributed to studies of Arabic, Bengali, and other languages, and pushed the frontiers by describing sports announcer talk as well. He was president of the Linguistic Society of America in 1970, and he received the Distinguished Scholarship and Service Award from the American Association for Applied Linguistics in 1994, the first recipient of that honor.

A memorial service was held September 18, 1998

in Palo Alto to celebrate Fergie’s life and work. The tributes were as varied as his endeavors, but a common theme emerged. He was honored as a true “gentleman and scholar.” We at CAL certainly remember him in that way, and also as a cherished member of our family.

The *Charles A. Ferguson Fellowship* was established recently to make it possible for senior colleagues in applied linguistics to spend time at CAL as visiting scholars. A fund-raising drive for the Fellowship Fund is now underway. Donations may be sent to: Charles A. Ferguson Fellowship Fund, c/o Center for Applied Linguistics, 4646 40th Street NW, Washington, DC 20016-1859. For more information about the fellowship, contact Donna Christian, President. [CAL](#)

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planned, nurtured, and facilitated their work in this domain worldwide. These activities are described in three reports by Mel: *Language in Education: A Ford Foundation Report* (1975); *Language and Development: A Retrospective Survey of Ford Foundation Language Projects, 1952-1974* (1975); and (with M. Abdulaziz) *Evaluation Report on Languages Used and Language Teaching of Eastern Africa* (1978).

The work of the Foundation and Mel's central role are captured nicely in this extract from a letter that he wrote to G. Richard Tucker, a Past President of CAL, in 1995:

"Over time, the Ford Foundation's work contributed to a recognition and understanding of the prevalence of language problems in many countries in all parts of the world and at every stage of development. The Foundation came to realize the potentially productive link between its international and its domestic language activities. The role of language came to assume decisive importance in relation to the Foundation's core concerns for improving the human condition, for extending the benefits of modern science and technology, and for responding to the contributions and needs of the excluded and the disadvantaged. I was pleased to have been able to participate—at least vicariously—over the years in this contribution."

Following his retirement from the Foundation, Mel remained active in the field through his involvement with CAL's international refugee work in the 1980s and through his membership on the Board of Trustees of CAL from 1978-1990. Mel continued to serve as an active *Emeritus Trustee* until his recent death. [CAL](#)

40th Anniversary

The Center for Applied Linguistics, established on February 16, 1959, will be observing its 40th anniversary during the coming year. Plans are already underway for an event to be held during February, and the anniversary will be celebrated in other ways throughout the year. News of these events will come to you on CAL's website and through the *CAL Reporter*. [CAL](#)

CAL Staff Edit Issues of Journals

Volume 6, Number 1 of *The ERIC Review*, to appear in November 1998, will focus on foreign language education in the United States. The issue was edited by Joy Kreeft Peyton and Jeanne Rennie of the ERIC Clearinghouse on Languages and Linguistics, located at the Center for Applied Linguistics. Contents of the issue cover topics from kindergarten through grade 12, highlighting the importance of knowing more than one language.

Lead articles examine current trends and challenges in the field of foreign language education and the many benefits of second language learning. Shorter pieces cover topics such as program models, national standards, student assessment, professional development of teachers, uses of technology for foreign language learning, and job opportunities for foreign language speakers. Guidelines for establishing and maintaining a foreign language program are presented, along with lists of resource organizations and tips for searching the ERIC database.

For a free copy of Volume 6, Number 1 or a subscription to *The ERIC Review*, call ACCESS ERIC at 1-800-LET-ERIC (538-3742), send an e-mail message to acceric@inet.ed.gov, or send your request in writing to: ACCESS ERIC, 2277 Research Boulevard, Suite 7A, Rockville, MD 20850.

Volume 7, Number 5 (Autumn 1998) of the *TESOL Journal*, edited by Joy Kreeft Peyton and Carolyn Temple Adger, contains articles on the teaching of immigrant students in secondary school. Topics treated include creating structures that promote student achievement, the inclusion of secondary ESOL students in mainstream classrooms, an examination of teacher-student interaction in content courses, and professional development for teachers of immigrant students.

Subscription to the *TESOL Journal* is a benefit of membership in Teachers of English to Speakers of Other Languages (TESOL). For information, call TESOL (703-836-0774) or visit their website at <http://www.tesol.edu>. [CAL](#)

Collaboration to Educate High School ELLs

On July 22–24, 1998, teams of educators from five high schools in California, Florida, New York, Texas, and Washington, DC came together at the Center for Applied Linguistics for a three-day institute to explore issues and strategies for the education of English language learners (ELLs) in secondary schools. The institute was planned and led by CAL staff as part of a professional development project funded by the Arthur Vining Davis Foundations to improve the education of ELLs by promoting greater interdisciplinary collaboration among high school educators.

The interdisciplinary emphasis was reflected in the composition of the teams from the participating high schools, which consisted of one teacher of English as a second language, one teacher of math, science, or history, and a school administrator. Topics of presentations and discussions were chosen to facilitate and encourage collaboration. They included the development of strategies for collaboration within schools, collaborative curricular plans, and strategies for integrating language and content in instruction.

One morning session, led by JoAnn (Jodi) Crandall and Gilberto Cuevas, dealt with “School Structures and Instructional Strategies for ELLs.” Another featured session, “Technology for the Secondary Classroom: Learning and Helping Our Students Learn,” was presented by Joe Bellino, an ESL resource teacher from Montgomery County (MD) Public Schools. Collaborative teams from two other public school systems in the Washington, DC area—Arlington County (VA) and Prince George’s County (MD)—led discussions in their content areas and set out guidelines for successful collaboration. Rounding out the program, private guided tours around Washington, DC were arranged to help the educators gather materials for lesson and curriculum planning.

Activities in the year-long project include dialogue journals between each participant and a CAL project staff member, visits by the CAL team and project participants to the five high schools, and online communication on the project listserv.

The current project can serve as a national model to be implemented in other high schools across the country. In response to the many inquiries already received, plans are underway for a second listserv.

For more information and to join the listserv, contact Betty Ansin Smallwood (betty@cal.org). You can read more about the project at www.cal.org/cal/html/avd.htm. [CAL](#)

Tucker Summer Fellowship

Grace K. Park, a doctoral candidate in Education, Curriculum, and Instruction at the University of Southern California, was the recipient of the 1998 G. Richard Tucker Summer Fellowship. During her residency at the Center for Applied Linguistics, she pursued one of her research interests, two-way immersion programs, by helping to codify descriptive data on professional development for teachers participating in CAL’s two-way immersion study.

The Center for Applied Linguistics invites applications for the 1999 G. Richard Tucker Summer Fellowship. The fellowship pays a stipend plus travel expenses for an eight-week summer residency in Washington, DC while the Fellow works with CAL senior staff members on one of CAL’s existing research projects or on a suitable project suggested by the Fellow. Priority will be given to projects that focus on language education or on language issues related to minorities in the United States or Canada.

The competition is open to candidates for a master’s or doctoral degree in any field that is concerned with the study of language. Minorities are especially encouraged to apply. Applicants must be currently enrolled in a degree program in the United States or Canada and must have completed the equivalent of at least one year of full-time graduate study. Applications must be received on or before April 23, 1999. For further information contact Grace Burkart at CAL (grace@cal.org). [CAL](#)

Improving Teacher Education Practices

Elementary and secondary schools in the United States increasingly face the challenge of helping a growing population of limited English proficient (LEP) students to attain the high level of achievement set by demanding curriculum goals and standards. The achievement of LEP students frequently lags behind that of their language majority peers. One reason for this underachievement is the mismatch between student needs and teacher preparation.

Under a grant from the U.S. Department of Education's Fund to Improve Postsecondary Education (FIPSE), the Center for Applied Linguistics and the North Carolina Department of Public Instruction will address this issue through a three-year project that features close cooperation between teacher educators and practicing teachers. The aim is to improve the ability of postsecondary institutions to increase the number of teachers who are prepared to serve LEP students in North Carolina schools.

To ensure a direct connection between teacher preparation and K-12 classrooms, the project will pair teacher education faculty at eight institutions of higher education with practicing English as a second language and content area teachers who have been identified as exemplary in serving the educational needs of LEP students. The main components of the project will help to establish collaborative, long-term learning communities that will create a supportive environment for professional growth.

- Teacher educators will become better acquainted with classroom practices through observations and by co-teaching with K-12 ESL and mainstream teachers.
- Curricula will be developed and implemented for methods courses in core content areas (English language arts, mathematics, science, and social studies), infusing concepts of second language acquisition and methods of teaching English as a second language. These university-level methods courses will affect preservice training of all teacher candidates in North Carolina.

- Statewide capacity for preparing teachers to serve LEP students will be built as project participants train other K-12 educators in North Carolina school districts and institutions of higher education that are not participating directly in the project.

The North Carolina experience will become the basis for a model of professional teacher preparation that may be used by other institutions of higher education and technical assistance providers. For more information about this project, contact Deborah Short at CAL (dshort@cal.org). CAL

Transfer of Reading Skills

The Center for Applied Linguistics, in collaboration with Harvard University and The Johns Hopkins University, will conduct a two-year research project, Transfer of Reading Skills from Spanish to English: A Study of Young Learners, beginning October 1998. The study, sponsored by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs, addresses how reading skills acquired in Spanish transfer when English language learners begin reading in English and how this transfer benefits the development of English literacy.

Data for the study will come from large-scale assessments of Spanish and English literacy skills for sample students in three geographically separated communities, as well as from small-scale, focused investigations conducted at each site to provide greater depth on certain issues. The focus will be on understanding the manner in which enabling skills for reading (such as phonemic awareness and orthographic skills) are transferable across languages. The sample will include Spanish-speaking English language learners who received literacy instruction in Spanish prior to transitioning into English and those who have been instructed in English throughout.

The study director is Diane August (CAL), and associate directors are Margarita Calderón (Center for Research on the Education of Students Placed at

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National K-12 Foreign Language Survey 1987-97

The Center for Applied Linguistics is completing a three-year project to survey foreign language instruction in grades K-12 in the United States. The survey was sent to a random sample of approximately six percent of all public and private elementary and secondary schools in the country. The overall response rate was 56 percent (1534 elementary schools and 1650 secondary schools).

Funded by the U.S. Department of Education, the survey replicates a similar study carried out by CAL in 1987. Comparison of the two surveys shows trends over a ten-year period.

- In the past decade, foreign language instruction in elementary schools across the country has increased by nearly 10 percent, from 22 percent to 31 percent of all elementary schools.
- The total percentage of secondary schools teaching foreign languages has remained stable: in 1997 the figure was 86 percent.
- The number of schools offering Spanish has increased significantly at both elementary and secondary levels.
- Heritage language classes for native speakers have increased significantly at both elementary and secondary levels (especially Spanish for Spanish speakers).

School Restructuring

The Center for Research on Education, Diversity & Excellence (CREDE) has just published the research report *Scaling Up School Restructuring in Multicultural, Multilingual Contexts: Early Observations from Sunland County*, by S. Stringfield, A. Datnow, and S. M. Ross. The report examines 13 culturally and linguistically diverse elementary schools, each of which is implementing one of six externally developed school restructuring designs. It describes the initial successes and challenges these schools are experiencing as they adapt the designs to suit their students' needs, and identifies the conditions that facilitate and hinder implementation. Available from CREDE at CAL (RR 2, \$4.00). [CAL](#)

- The teaching of less commonly taught languages has increased at the elementary level for Japanese and at the secondary level for Japanese and Russian.
- Computer-based instructional materials were used by a significantly greater percentage of schools in 1997 than in 1987 (although there is no data on how they were being used).
- Staff development and in-service training has increased significantly in the past decade in both elementary and secondary schools.
- The amount of time secondary teachers report using the foreign language in the classroom has increased slightly.
- About half the schools teaching foreign languages said that their teachers were aware of national and/or state language standards. Over half of these schools noted that their schools' foreign language curricula had changed due to this awareness.
- Well-articulated K-12 language programs aimed at high levels of proficiency are still quite uncommon.

The margin of sampling error ranges from +/- 3.6 percent at the elementary level to +/-3.06 percent at the secondary level. For more information on the survey, contact Nancy Rhodes at CAL (nancy@cal.org) or view the results on CAL's web page at www.cal.org. [CAL](#)

CAL Has Moved

The Center for Applied Linguistics moved into new offices in early September 1998.

**CAL is now located at
4646 40th Street NW**

Washington DC 20016-1859.

**The telephone number is
202-362-0700**

**and the fax number is
202-362-3740.**

E-mail and Web addresses remain the same.

Bilingual Paraprofessionals ASPIRE! to Certification

An elementary school in Orlando, FL has recently initiated a two-way bilingual program on a limited basis. The school wants to expand the program and parents are eager for their children to be included. There is a long waiting list for admission, but the school is having trouble recruiting bilingual teachers, even though there is a sizable Hispanic community in the city.

The state of Florida serves the fourth highest number of limited English proficient students in the nation (behind California, Texas, and New York). Yet the vast majority of Florida's LEP students study the entire day in monolingual English language classrooms and schools. School districts that are attempting to offer bilingual program options are thwarted by a lack of bilingual teachers. Paraprofessionals help to meet student needs but also need training.

The Sunbelt Office of the Center for Applied Linguistics is collaborating with the University of Central Florida in Orlando to provide a Career Ladder Program for bilingual paraprofessionals to work toward a teaching certificate. The program, Project ASPIRE!, will recruit bilingual paraprofessionals, work with community colleges and universities to facilitate their admission, provide financial assistance, and support participants with monitors and peer groups. ASPIRE! will also provide inservice training through six school districts to improve paraprofessionals' educational support to LEP students.

Project ASPIRE! is funded through a five-year grant from the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education. For more information, contact Allene Grognet at 941-953-5387 or at allene@cal.org. [CAL](#)

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Risk, Johns Hopkins) and Maria Carlo (Harvard Graduate School of Education). Advisors for the project include: Robert Slavin (Johns Hopkins), Catherine Snow (Harvard), and Donna Christian (CAL). Information about the project will be featured on CAL's website as it progresses, as well as in future issues of *CAL Reporter*. [CAL](#)

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as elementary and secondary schools and institutions of higher education. The initiative also seeks to design and implement programs, develop instructional materials and other resources, and encourage and support research.

Advisory board members include Russell N. Campbell, Joshua Fishman, G. Richard Tucker, and Guadalupe Valdés. The first public event sponsored by this initiative will be a National Heritage Language Conference at California State University-Long Beach, October 14-17, 1999. For more information about this initiative or about the conference in Long Beach, contact Joy Peyton at CAL (202-362-0700; joy@cal.org) or Catherine Ingold at NFLC (202-667-8100; cwingold@nflc.org). [CAL](#)

Research Agenda for Adult ESL

While it is true that much is known about best practices in English as a second language for adults (adult ESL), there are still unanswered questions about the adult English language learner and about features of adult ESL programs—program design, teacher preparation, instruction, and assessment. The answers to these questions are critical, not only to improve the effectiveness of adult ESL programs, but also to improve the lives of adult ESL learners.

The National Clearinghouse for ESL Literacy Education (NCLE) at the Center for Applied Linguistics, in collaboration with the National Center for the Study of Adult Learning and Literacy (NCSALL), and with additional sponsorship and support from Teachers of English to Speakers of Other Languages, Inc. (TESOL), have now published a *Research Agenda for Adult ESL*. Its objectives are to provide funders with clear priorities for funding, to provide researchers with guidance for proposing specific projects, and to provide a focus for discussion about how to improve adult ESL programs.

This 24-page document incorporates feedback from learners, instructors, program administrators, policymakers, and researchers. It is available free of charge from NCLE at CAL. It can also be downloaded from NCLE's website at www.cal.org/ncle. [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. Longer publications may be ordered from CAL for the price given in parentheses following each title.

Center for Research on Education, Diversity & Excellence

- Secondary Newcomer Programs in the United States: 1997-1998 Supplement, by D. J. Short and B. A. Boyson (\$10.00)
- Two-Way Bilingual Immersion Programs in the United States: 1997-1998 Supplement, by C. McCargo and D. Christian (\$8.00)

ERIC Clearinghouse on Languages and Linguistics

Digest

- Qualities of Effective Programs for Immigrant Adolescents with Limited Schooling

National Clearinghouse for ESL Literacy Education

Q & As

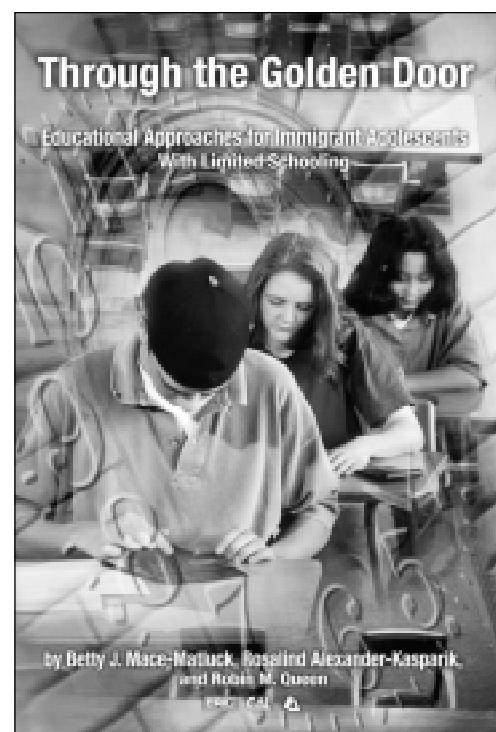
- Adult ESL Learners with Special Needs: Learning from the Australian Perspective
- Family and Intergenerational Literacy in Multilingual Communities
- Trends in Staff Development for Adult ESL Instructors [CAL](#)

Immigrant Adolescents With Limited Schooling

A growing number of recent immigrant students enter middle school and high school with little or no formal schooling and with low literacy skills. These students may be three or more years below their age-appropriate grade levels in their school-related knowledge and skills. As a result, they often have difficulty in secondary school and do not have time to fulfill high school graduation requirements before they reach the maximum age for high school attendance.

Through the Golden Door: Educational Approaches for Immigrant Adolescents With Limited Schooling, by B. J. Mace-Matluck, R. Alexander-Kasparik, and R. M. Queen, provides guidelines for school administrators and teachers who have such students in their programs. The authors describe the backgrounds, educational experiences, and needs of five representative students, profile four programs designed to serve immigrant adolescents with limited schooling, and identify the critical features of secondary school programs for these students. This is the third volume in the series, *Topics in Immigrant Education*, edited by

J. K. Peyton and D. Christian. The current volume (\$20.95) and others in the series are available from Delta Systems Co., Inc. 1-800-323-8270. [CAL](#)



Second Edition of a Classic

The recently published second edition of *The American Bilingual Tradition* by Heinz Kloss offers a valuable scholarly contribution to the current debate over bilingualism and language diversity in the United States. Written by an eminent European language historian, it challenges widespread myths about alleged differences between recent immigrants to the United States and those of past generations.

A new introduction by Reynaldo F. Macías and Terrence G. Wiley highlights the strengths of Kloss's work, which include the development of a framework for analyzing the role of language policies in the establishment of language rights and in the promotion or tolerance of non-English languages.

Kloss offers an extensive analysis of the evolution of federal, state, and territorial language policies and of the general historical attitude toward language minorities in the United States. Given the often rancorous debate over bilingualism, *The American Bilingual Tradition* offers a refreshing perspective that will be valued by both serious students of the history of language policy and the general public. Available from Delta Systems Co., Inc. 1-800-323-8270 (\$22.95). [CAL](#)

Becoming Bilingual

A new research report from the Center for Education, Diversity & Excellence (CREDE) extends earlier studies on the Amigos Program. *Becoming Bilingual in the Amigos Two-Way Immersion Program*, by M. T. Cazabon, E. Nicoladis, and W. E. Lambert, examines students' attitudes, both through their school achievement in Spanish and English and through their responses to questionnaires, toward becoming bilingual in the Amigos two-way immersion program. Many students in grades 4-8 understand the importance of and enjoy becoming bilingual. Through exposure to the two cultures, many have also developed a sense of biculturalism. Available from CREDE at CAL (RR 3, \$4.00). [CAL](#)

Training Materials for Middle and High School Content Teachers

Across the country, teachers are being asked to adapt their curricula and instructional strategies for students learning English as a new language. Secondary teachers, in particular, are faced with a difficult situation, since their classes assume a high degree of prior knowledge in the subject area and proficiency in academic, subject-specific language. Furthermore, many of the techniques that elementary teachers use to increase comprehensibility seem childish to secondary teachers and students.

Enriching Content Classes for Secondary ESOL Students, by Judith H. Jameson, is a set of comprehensive inservice training materials designed for middle and high school content teachers (teachers of mathematics, science, social studies, and language arts) whose mainstream classes include English language learners (ELLs). The materials show secondary content teachers how to teach both content and related academic language to *all* students, including ELLs. Topics covered are academic competence, language learning, culture, literacy development and study skills, and assessment. The materials were developed in collaboration with the Florida Department of Education and revised for national distribution.

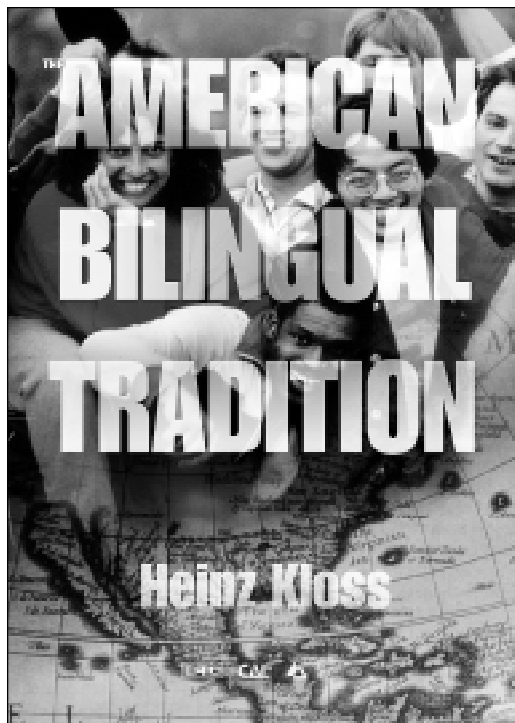
The ready-to-use package consists of a trainer's manual, a participants' study guide, and a 34-minute video, *Communicative Math and Science Teaching* (\$189.95). Additional study guides are available for use by inservice participants (\$9.95 each). Order from Delta Systems Co., Inc. 1-800-323-8270. [CAL](#)

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The American Bilingual Tradition by Heinz Kloss is again available. See “Second Edition of a Classic” on page 11.

