

CALreporter

No. 19, Spring 2006

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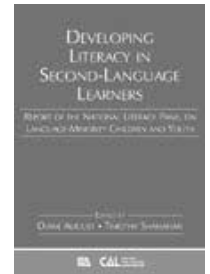
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CAL
CENTER FOR APPLIED LINGUISTICS
Improving communication through
better understanding of language and culture

National Literacy Panel report available summer 2006

In collaboration with SRI International, CAL managed the work of the National Literacy Panel on Language-Minority Children and Youth (NLP) from 2001 through 2005. The panel's charge was to identify, assess, and synthesize the research on literacy attainment in language minority students. We're pleased to announce that the panel's report will be published this summer by Lawrence Erlbaum Associates, Inc., under the title *Developing Literacy in Second-Language Learners*. Edited by Diane August and Timothy Shanahan, the book provides background information on the study, describes the methodology used, summarizes the empirical findings reported, addresses methodological issues, and makes recommendations for future research.

Visit our Web site to read a summary of the report: www.cal.org/natl-lit-panel. To order the report online, visit www.erlbaum.com/august.



Student Oral Proficiency Assessment (SOPA) online training course in development

In response to the high demand for *SOPA* training, CAL has been working with Iowa State University to develop an online course that will teach participants how to rate children's oral language using the *SOPA*. The 4- to 8-week course presents the general structure of the *SOPA* and rating scale and includes video clips of interviews in English, French, German, Japanese, and Spanish for additional rating practice. It also includes live interactive chats. The pilot for this course was held in fall 2005 and follow-up field testing was conducted in spring 2006. The course will be available online this fall. Watch our Web site for further developments. CAL offers *SOPA* training workshops each year in conjunction with regional and national conferences, in addition to providing training to schools and school districts upon request.

For more information about the *SOPA*, contact Lynn Thompson (lynn@cal.org).

English for Heritage Language Speakers (EHLS) program classes underway at partner universities

EHLS classes at Georgetown University in Washington, DC, and at the University of Washington (UW) in Seattle began on March 1. During the full-time 24-week program, students will improve their English listening, speaking, reading, and writing skills to the Superior level; upon graduation they will seek employment in the federal government. Program participants receive scholarships and job placement assistance from the program funder, the National Security Education Program (NSEP).

Students in the EHLS program at UW include 7 Russian speakers, 6 Mandarin speakers, and 2 Cantonese speakers. The program at Georgetown includes 3 Arabic speakers, 3 Russian speakers, 2 Mandarin speakers, and 1 Korean speaker.

For more information, visit our Web site at www.cal.org/ehls.

To learn more about the program at each partner university, visit these sites: University of Washington at <http://elp.washington.edu/elp/programs/2319> Georgetown University at <http://ehls.georgetown.edu>

■ EHLS

Letter from the president

As the spring conference season winds down, we're pleased to share with you some recent news from CAL in this edition of the CAL Reporter. In the "people" category, we introduce you to four new CAL trustees who attended their first board meeting in March. We look forward to their leadership and guidance in the years to come. We also salute two distinguished CAL alumni who have recently been recognized for their achievements: Dr. John L. D. Clark and Dr. G. Richard Tucker.

We are very happy to announce the imminent publication of the report of the National Literacy Panel on Language-Minority Children and Youth. This widely anticipated report provides valuable information to the field on the development of literacy among English language learners.

CAL staff are working on a number of new projects, including partnerships on educational research, assistance, and assessment efforts. We're also expanding our CAL Services offerings to include support for educators planning or implementing dual language programs based on the *Guiding Principles for Dual Language Education*.

We are giving an updated look to the literacy skills section of our *Basic English Skills Test (BEST)*. It will be available October 1, 2006, as *BEST Literacy*. We're also revising our Web site with enhanced content to make it even easier to find resources and information from CAL. Watch for more details this summer.

In closing, I invite you to visit our Web site at www.cal.org for more details and updates on projects, research, publications, and resources from CAL.

Warm Regards,

Donna Christian
President

CAL prepares to launch BEST Literacy in October 2006

The literacy skills section of the *Basic English Skills Test (BEST)* is being reissued as *BEST Literacy* to better meet the needs of adult education programs. Available beginning October 1, 2006, *BEST Literacy* will be the reading and writing companion assessment to *BEST Plus*, CAL's computer-adaptive oral proficiency test that measures speaking and listening ability in adult English language learners. *BEST Literacy* will feature contemporary information, graphics, and language while providing the same reliable administration and scoring procedures as the original *BEST*. CAL is committed to helping our existing *BEST* customers in their transition to *BEST Plus* and *BEST Literacy*.



For more information, we invite you to contact our adult ESL user support staff at 1-866-845-BEST (2378) or visit our Web sites, www.cal.org/best and www.best-plus.net.

CAL's adult ESL assessments align with newly updated NRS level descriptors

The U.S. Department of Education recently announced that, effective July 1, 2006, adult English as a second language (ESL) programs across the country will need to begin using revised ESL educational functioning level descriptors for National Reporting System (NRS) accountability purposes.*

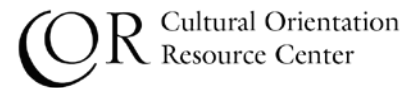
To help the users of our adult ESL assessments with this transition, we have realigned score ranges for all of CAL's adult ESL assessments, including *BEST Plus*, the *BEST* oral interview, and *BEST Literacy*, to match the revised NRS descriptors and Student Performance Levels (SPLs).

A copy of the revised assessment score tables can be downloaded from our Web site at www.cal.org/best or obtained by contacting CAL at 1-866-845-BEST (2378).

*For more information about the rationale for this revision or to view the full descriptors, visit the NRS Web site at www.nrsweb.org.

Cultural Orientation Resource Center staff meet with Assistant Secretary of State Ellen Sauerbrey

On March 30, the staff of CAL's Cultural Orientation Resource (COR) Center, along with nine international cultural orientation (CO) coordinators who were participating in CAL's CO exchange program, attended a meeting at the U.S. State Department with key officials, including newly appointed Assistant Secretary of State Ellen Sauerbrey, who oversees the Bureau of Population, Refugees, and Migration.



A main topic of discussion was CAL's role as a technical assistance provider to the State Department on overseas and domestic cultural orientation issues. Assistant Secretary Sauerbrey was eager to hear about the COR Center's publications and services, such as the refugee email discussion list and the CO exchange program. In addition, the nine CO coordinators provided updates on the cultural orientation projects in their respective countries.

Deputy Assistant Secretary Kelly Ryan requested copies of some COR Center materials, such as *Welcome to the United States: A Guidebook for Refugees* and various culture profiles, for dissemination at a United Nations meeting.

For more information about the services and publications offered by the Cultural Orientation Resource Center, visit the COR Center Web site at www.culturalorientation.net.

Dual language education services now available

CAL is expanding its service offerings to include program- and district-level technical assistance for educators planning or implementing dual language programs. Our current focus is on helping programs interested in using the *Dual Language Program Planner* (available from the CAL Store) for program planning and the *Guiding Principles for Dual Language Education* (see box) as a base for program improvement.

CAL staff are currently working with dual language programs in the New York City public schools, using the *Guiding Principles* to consider their current practices and needs and helping them to develop an action plan for the 2006-2007 school year to work on areas for improvement. CAL is also assisting in the planning and implementation of activities outlined in the action plan. This project will be implemented in phases over the next several years, with new programs added over time. CAL has also been working with a new dual language school in Cleveland, offering guidance in program design and implementation, providing professional development, and conducting a program evaluation.

For more information about dual language education services from CAL, contact Julie Sugarman (julie@cal.org).

About the Guiding Principles

The *Guiding Principles for Dual Language Education* were developed as a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, and developmental bilingual programs) with planning and ongoing implementation. Grounded in evidence from research and best practices, the *Guiding Principles* address program issues in seven strands: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources.

For further information on two-way immersion education and resources offered by CAL or to download the complete *Guiding Principles* document, visit www.cal.org/twi.

Update on ACCESS for ELLs™

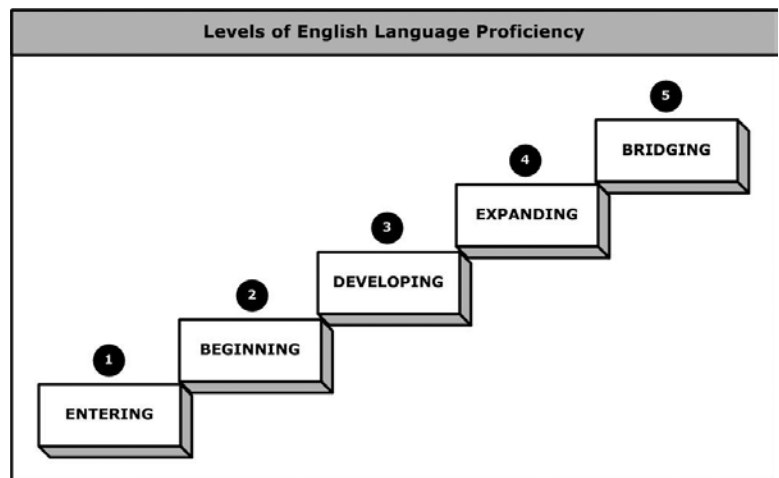
CAL is working with the WIDA Consortium's Enhanced Assessment Project to create and enhance large-scale language and academic assessments for English language learners (ELLs) in Grades K-12 in order to meet the requirements of the No Child Left Behind Act (NCLB). The WIDA Consortium previously created a comprehensive set of English language proficiency (ELP) standards and aligned these with state content and language proficiency standards. These WIDA standards underpin all of WIDA's assessment instruments.

ACCESS for ELLs (*Assessing Comprehension and Communication in English State to State for English Language Learners*) is the WIDA Consortium's large-scale English language proficiency assessment. CAL produces and maintains *ACCESS for ELLs* for the Consortium. This effort includes mapping item specifications to the underlying ELP standards, creating the test framework, and producing test items for the full battery of tests across all grade levels. CAL is supported in this effort by many teachers and administrators in the Consortium states who serve as item writers and reviewers. CAL participates in many other aspects of the testing process as well, including developing and conducting training for test administrators, performing item analyses, and reporting technical information to test consumers.

CAL has also produced a second assessment battery for the WIDA Consortium, the *W-APT* (*WIDA ACCESS Placement Test*), which is used primarily to screen incoming students to establish their baseline level of English proficiency and their need for program services. This assessment matches *ACCESS for ELLs* in its coverage, dealing with students in Grades K-12 across the full range of proficiencies.

Visit our Web site for more information about CAL's work with WIDA.

For more information about the WIDA Consortium, visit www.wida.us.



This chart depicts the levels of English language proficiency addressed by the WIDA Standards and the *ACCESS for ELLs* test.



Online resources

CAL provides a variety of online resources, including searchable databases and free downloadable digests and briefs. Here is a quick overview of our latest online offerings. Visit our Web site for more details: www.cal.org/resources.

Updated Foreign Language Immersion Directory

CAL's *Directory of Foreign Language Immersion Programs in U.S. Schools* has recently been updated to produce an accurate, uniform, and comprehensive directory of total and partial language immersion programs in the United States. Dickinson College intern Ashley Lenker contacted previously listed schools for updates and tracked down new immersion schools that were not previously included. As a networking tool for parents, teachers, and researchers, the searchable directory facilitates the sharing of information on curriculum development and other classroom issues and tracks the growth of immersion across the country. The directory includes basic information on each program and provides summary tables and graphs on languages of instruction and total numbers of states, schools, and districts with immersion programs.

To search the directory, visit www.cal.org/resources/immersion.

New CAL digests

CAL has published the following new digests, which can be downloaded free from our Web site.

Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States

Cultural Orientation for Refugees

Raising Bilingual Children: Common Parental Concerns and Current Research

To search our collection of free downloadable digests, visit www.cal.org/resources/digest.

New briefs from CAELA

Promoting the Success of Multilevel ESL Classes: What Teachers and Administrators Can Do

Adolescent Learners in Adult ESL Classes

English Literacy and Civics Education

Online Professional Development for Adult ESL Educators

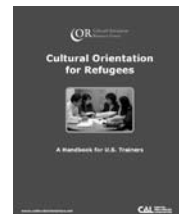
Download these briefs from the CAELA Web site: www.cal.org/caela.

Publications

Cultural orientation resources

Cultural Orientation for Refugees: A Handbook for U.S. Trainers

This new trainer's manual provides information, lesson plans, and training resources for U.S. cultural orientation. It will be a valuable resource for refugee service providers in the United States and can serve as a training and orientation tool for new staff.



Coming this summer

- Culture profiles on the Meskhetian Turks and the Burmese
- *A New Day: Refugee Families in the United States* (video)
- *Be Who You Are: Refugee Youth in the United States* (video)

Visit www.culturalorientation.net for more details.

Other publications of interest

A Guide for Providers: Engaging Immigrant Seniors in Community Service and Employment Programs

This publication, produced by Senior Service America with support from CAL and other contributors, offers practical advice, activities, and resources designed to help older immigrants reduce their isolation and build communication and job-related skills.

Download a free copy by visiting www.seniorserviceamerica.org.

Educating English Language Learners: A Synthesis of Research Evidence

Developed by the Center for Research on Education, Diversity & Excellence, in which CAL was a collaborator, this book provides a review of scientific research on the learning outcomes of K-12 students with limited or no English proficiency in U.S. schools. Chapters focus on acquisition of oral English skills, development of literacy, academic achievement, and instructional issues in teaching literacy. Written by Fred Genesee, Kathryn Lindholm-Leary, Bill Saunders, and Donna Christian.

To learn more, visit <http://cambridge.org/us>.

To browse CAL publications or to order, visit the CAL Store at calstore.cal.org.

Project spotlight

We periodically spotlight selected CAL projects that we think you may find of particular interest. For more details about CAL's project work, please visit our Web site.

CAL participates in two studies for new National Research and Development Center on English Language Learners

The National Research and Development Center on English Language Learners, funded by the U.S. Department of Education's Institute of Education Sciences, is a consortium led by the University of Houston. Partners include California State University, Long Beach; the Center for Applied Linguistics; Harvard University; the University of California, Berkeley; and the University of Texas at Austin. CAL is conducting two long-term research studies for the Center, described below, and will also assist with dissemination and outreach.

Researchers at CAL are working with researchers at Cal State Long Beach to investigate the impact of the Sheltered Instruction Observation Protocol (SIOP) Model on student academic achievement in science, a subject that has high language demands and that is a new target for NCLB assessment. Phase I of the study is underway.

CAL is also participating in a 4-year study to investigate the effects of two programs designed to build language and literacy skills and science content knowledge in fourth-grade students. Both programs will emphasize the integration of literacy skills with science knowledge. One program will incorporate components of Concept-Oriented Reading Instruction (CORI), an instructional framework for native English speakers that was developed at the University of Maryland. The second program will consist of an ESL curriculum based on CORI that integrates language and literacy skills with science content for second language learners. Both programs will be implemented for approximately 18 weeks.

For more information about the National Research and Development Center on English Language Learners, visit www.texasreading.org/utclra/about.

CAL partners in the new Appalachian Regional Educational Lab

The U.S. Department of Education has selected the CNA Corporation to operate the Appalachian Regional Education Laboratory (AREL), which serves Virginia, West Virginia, Kentucky, and Tennessee. As one of CNA's partners, CAL will conduct a series of studies on how schools and districts in the region accommodate rapidly rising enrollments of English language learners. AREL is one of ten regional education laboratories across the country. Although the lab system has been in place for 40 years, the focus is now shifting toward a greater emphasis on long-term, rigorous research and the dissemination of research findings to support continuous improvement in student outcomes, help close achievement gaps, and achieve other key goals of the No Child Left Behind act. The labs will also conduct short-term research projects designed to investigate and analyze education policies and practices.

For more details, watch our Web site or visit CNA Corporation online at www.cna.org.

CAL participates in Great Lakes East Comprehensive Assistance Center

CAL is a subcontractor for the Great Lakes East Comprehensive Assistance Center, which is managed by Learning Point Associates. The center serves the states of Michigan, Indiana, and Ohio, helping them build their capacity to implement No Child Left Behind. CAL's role is to help the states serve English language learners effectively.

For more details, watch our Web site or visit www.learningpt.org/greatlakeeast.

Meet visiting scholar Sarah J. Shin

CAL extends a warm welcome to our visiting colleague Sarah J. Shin, Associate Professor and Co-Director of the M.A. Program in ESOL/Bilingual Education at the University of Maryland Baltimore County (UMBC). Dr. Shin also acts as an advisor to students in the Language, Literacy, and Culture Ph.D. program at UMBC.



Currently on sabbatical, Dr. Shin is at CAL conducting research on various aspects of bilingualism, heritage language education, and second language writing. "CAL is a great place to come to do research because the people here think and talk about language in the same way I do," says Dr. Shin. "When I'm at CAL I feel energized by new insights and ideas and am really able to focus on expanding my thinking."

Her current focus is on the development of academic English by ESL students in middle and high school. In April, Dr. Shin presented a keynote speech on envisioning multilingual schools to the Maryland Association for Bilingual Education.

"I find it curious that the U.S. has an additive policy of encouraging English-speaking natives to learn a foreign language, while it promotes a subtractive policy of English-only, anti-bilingual measures that pressure immigrants to give up their mother tongues," muses Dr. Shin, who arrived in the United States from Korea at the age of 13.

When not at work, Dr. Shin enjoys spending time with her two children, whom she is trying to raise as bilinguals. She recently published a book on bilingual children, *Developing in Two Languages: Korean Children in America*, through Multilingual Matters.

CAL welcomes four new members to its Board of Trustees

Four newly elected members of CAL's Board of Trustees attended their first board meeting on March 30–31, 2006, at CAL's headquarters in Washington, DC. Our new board members have made considerable contributions in fields related to language education, research, and testing. "CAL's success is greatly facilitated by the leadership and support of our Board of Trustees," said Donna Christian, CAL President. "The experience, knowledge, and insights these new board members bring to CAL will help us continue to fulfill our mission." We're pleased to introduce our new board members to you.

Dr. Reynaldo F. Macías

Dr. Macías received his Ph.D. and M.S. in sociolinguistics from Georgetown University and his M.A. in early childhood curriculum and instruction from the University of California, Los Angeles. Dr. Macías is currently Chair of the Department of Chicana and Chicano Studies and the Cesar E. Chavez Center for Interdisciplinary Instruction, and a Professor of Chicana/o Studies, Education, and Applied Linguistics at UCLA. Among his previous accomplishments, Dr. Macías was Director of the University of California Linguistic Minority Research Institute; founder and Director of the Center for Multilingual, Multicultural Research at the University of Southern California; and Assistant Director for Reading and Language Studies at the National Institute of Education.

Dr. Sonia Nieto

Dr. Nieto received her Ed.D. with a major concentration in curriculum studies and minors in bilingual and multicultural education from the University of Massachusetts. She earned her M.A. in Spanish & Hispanic literature from New York University. Dr. Nieto is currently Professor Emerita of Language, Literacy, and Culture in the School of Education, University of Massachusetts, Amherst. Her research focuses on multicultural education and the education of students of diverse cultural and linguistic backgrounds. Her past work includes serving as an instructor and deputy chairperson in the Department of Puerto Rican Studies at Brooklyn College, City University of New York, and working as a curriculum specialist, supervisor, and bilingual teacher for The Bilingual School, Bronx, New York.

Dr. A. Fay Vaughn-Cooke

Dr. Vaughn-Cooke received her Ph.D. and M.S. in linguistics from Georgetown University and is currently Vice President for Academic Affairs for the University of Maryland, Eastern Shore. She was previously Dean of the School of Graduate Studies and Research for Florida A&M University and Chairperson of the Department of Languages and Communication Disorders at the University of the District of Columbia (UDC). In addition to her other accomplishments, Dr. Vaughn-Cooke was project director for the National Institutes of Health Minority Biomedical Research Support Program at UDC.

Dr. Sandra K. Young

Dr. Young earned her Ph.D. at Rutgers University, where she subsequently taught English literature while directing the Honors Writing Program and the Douglass College Writing Program. For many years she was a researcher and project director at Educational Testing Service (ETS). While at ETS, Dr. Young oversaw the development and scoring of many Constructed Response tests and was an instructional designer for PDQ, an interactive multimedia instructional system in reading, writing, reasoning, and mathematics for adults. She holds a patent for her work on PDQ. Currently working as a researcher for Marketingworks, Dr. Young conducts primary and secondary research efforts across all areas of education as well as scientifically based research for publishers of educational products.



CAL's 2006 Board of Trustees. Front row, left to right: Hernán LaFontaine, Chair; Donna Christian, CAL President; Walt Wolfram, Vice Chair. Back row, left to right: Reynaldo Macías, Sonia Nieto, Diane Larsen-Freeman, Richard Burns, Judith Liskin-Gasparro, Sandra Young, and A. Fay Vaughn-Cooke. Not pictured: Mohamed Maamouri.

CAL salutes two illustrious alumni

Dr. John L. D. Clark is chosen to receive Lifetime Achievement Award

CAL congratulates Dr. John L. D. Clark on his selection to receive the 2006 Lifetime Achievement Award from UCLES (University of Cambridge Local Examinations Syndicate) and ILTA (International Language Testing Association). The award will be presented at the 2006 Language Testing Research Colloquium in Melbourne, Australia, in June. Dr. Clark served as Director of the Foreign Language Education Division at CAL from 1982 to 1987 and was instrumental in the creation of many of CAL's assessment instruments. From 1987 until his retirement in 1997 he worked at the Defense Language Institute, where he is Emeritus Dean of Program Evaluation, Research, and Testing.

Dr. G. Richard Tucker is named University Professor

Dr. G. Richard Tucker, former CAL President, has been named University Professor at Carnegie Mellon University, the highest academic distinction Carnegie Mellon faculty can achieve. The title is awarded on the basis of national or international recognition for research, artistic, and literary accomplishments and other scholarly activities. Currently Head of the Department of Modern Languages at Carnegie Mellon and the Paul Mellon Professor of Applied Linguistics, Dr. Tucker was president of CAL from 1978 to 1991. We extend our warmest congratulations to Dr. Tucker on this well-deserved honor.

CAL at conferences

CAL staff make presentations and participate in professional conferences related to areas of applied linguistics throughout the year. We also exhibit at selected conferences. Here is a quick update on CAL's participation in recent and upcoming conferences.

Watch for CAL's booth at the following upcoming conferences:

Joint Conference of the American Association of Applied Linguistics and the Canadian Association of Applied Linguistics 2006

June 17–20, 2006, Montreal, Quebec, Canada www.aal.org

American Council on the Teaching of Foreign Languages

ACTFL 2006: Discover the Future...Discover Languages!
November 16–19, 2006, Nashville, TN www.actfl.org

Teachers of English to Speakers of Other Languages

TESOL 2007: Spanning the Globe: Tides of Change
March 20–24, 2007, Seattle, WA www.tesol.org



Michelle Ueland demonstrates *BEST Plus*, our computer-adaptive oral English proficiency assessment for adults, to visitors to CAL's booth at TESOL 2006 in Tampa, FL.



Dr. Margaret Malone demonstrates the new Spanish *Multimedia Rater Training Program (MRTTP)* at CAL's booth at ACTFL 2005 in Baltimore, MD.

Discover Languages campaign underway

Throughout 2005, CAL was an enthusiastic supporter of the ACTFL-sponsored initiative, *2005: The Year of Languages*. This initiative focused on U.S. language programs, their importance, and their benefits. CAL's Web site provided information on relevant projects, available products, and other resources.

To build on the momentum achieved in 2005, ACTFL (American Council on the Teaching of Foreign Languages) has created *Discover Languages*, a sustained national campaign to raise public awareness about the importance of learning languages and understanding cultures. The cornerstones of the long-term campaign will be advocacy for language education from preK through adulthood, promotion of research and best practices in language instruction, and collaboration among language professionals. CAL will continue its strong support of this initiative by developing a *Discover Languages* area of the CAL Web site to highlight related resources. Look for the *Discover Languages* page on www.cal.org in the coming months.

To browse CAL's archived *2005: The Year of Languages* pages, visit www.cal.org/yol. To learn more about ACTFL's *Discover Languages* campaign, visit www.discoverlanguages.org.



Acknowledgements and credits

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Compilation of heritage language program profiles

The Alliance for the Advancement of Heritage Languages is collecting profiles of heritage language programs across the United States. We would be pleased to include a profile of your program or any programs you know about, whether community-based, K–12, or higher education.

To complete a profile or to view our collection of programs, visit www.cal.org/heritage.



CAL Web site redesign underway

A redesign of the CAL Web site is currently in progress. Our updated site will have a new look with enhanced content and navigation designed to make it easier to locate information and resources from CAL. Launch is planned for summer 2006.

Watch our Web site for more details: www.cal.org



Nanduti Web site being updated

CAL's Nanduti Web site for foreign language learning in Grades preK-8 is being redesigned and updated. Based on the premise that learning another language is beneficial to all students, the site offers a variety of resources for teachers, administrators, and parents interested in foreign language learning for children. It provides expanded and up-to-date information on research and materials, as well as practical advice on a wide range of topics, including the benefits of early language learning, program development, professional activities, teaching methodologies and strategies, student assessment, and language organizations. Nanduti links to CAL's searchable databases of language programs and assessment instruments and to Nandu, the email discussion list for language educators.

Visit Nanduti at www.cal.org/earlylang

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



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