

## **CAL 2005 Projects**



From the 2005 Annual Report  
Center for Applied Linguistics

### **2005 Grants and Contracts**

#### **LANGUAGE AND CULTURE RESOURCES DIVISION**

The projects in this division focus on information collection, analysis, synthesis, and dissemination; development of print and online publications and resources; and professional development for teachers and administrators. This division hosts a library for CAL staff and public use.

#### **Center for Adult English Language Acquisition (CAELA)**

Funder: U.S. Department of Education, Office of Vocational and Adult Education  
October 2004 – September 2007

CAELA helps states build their capacity to improve the skills of teachers and administrators in adult English as a second language (ESL) programs and makes research findings and research-based resources available to practitioners working with adult English language learners. CAELA is the successor to the National Center for ESL Literacy Education (NCLE), operated by CAL from 1989 to 2004.

#### **Cultural Orientation Resource (COR) Center**

Funder: U.S. Department of State; Bureau of Population, Refugees, and Migration  
October 2004 – September 2005

The COR Center develops and disseminates materials that help refugee newcomers understand fundamental aspects of life in the United States: housing, community services, transportation, health, employment, and cultural adjustment. The COR Center also produces culture profiles on the people, history, and culture of different refugee groups to help U.S. service providers understand new refugee populations.

#### **Curriculum Development Work Group**

Funder: Massachusetts Department of Education

Dates: July 2005-June 2006

In this project, CAL partnered with the Massachusetts Department of Education to facilitate their ESL/ELD Curriculum Development Work Group. With CAL's guidance, the Work Group will develop a document template, exemplars and/or other appropriate framework to guide schools systems in the development of an ESL/ELD curriculum at the district level.

### **Enriching Content Classes for Secondary ESOL Students**

Funder: Massachusetts Department of Education

Dates: July 2005-June 2006

This project entails conducting three 30-hour courses for mainstream secondary teachers. The training is designed to teach the skills and knowledge required to shelter content instruction and work successfully with limited English proficient students. Completion of this training fulfills a part of Massachusetts DOE required professional development. This course provides an option to earn graduate credit through Cambridge College with additional assignments including an online session.

### **Enhancing English language learning in Elementary Classrooms**

Funder: Massachusetts Department of Education

Dates: January 2005-June 2005 and July 2005-June 2006

These projects each entail conducting four 30-hour courses for mainstream elementary teachers. The training is designed to teach the skills and knowledge required to shelter content instruction and work successfully with limited English proficient students. Completion of this training fulfills a part of Massachusetts DOE required professional development. This course provides an option to earn graduate credit through Cambridge College with additional assignments including an online session.

### **Enhancing English language learning in Elementary Classrooms—Trainer of Trainers**

Funder: Massachusetts Department of Education

Dates: July 2005-June 2006

This training entails conducting a 30-hour course, *Enhancing English Language Learning in Elementary Classrooms—TOT*, to prepare the participants to deliver this training in their school districts or across the state.

### **Guidebook on Seniors Learning English as a Second Language**

Funder: Senior Service America, Inc.

May 2003 – April 2005

Adult ESL staff at CAL developed a publication, *Seniors Learning English: A Guide for Service Providers*, which outlines the characteristics and educational and workplace placement of seniors who are learning English as a second language.

### **Parent Time Curriculum for Adults Learning English**

Funder: National Center for Family Literacy (NCFL)

January 2004 – March 2005

In collaboration with NCFL, CAL staff developed *Parenting for Academic Success*, a collection of curriculum units to be used in programs for adults learning English and in family literacy programs.

### **Project Reach: Technical Assistance on Scientifically Based Reading Approaches**

Funder: National Center for Family Literacy (NCFL)

September 2005 – August 2006

CAL is providing information and technical assistance to NCFL project staff, training staff, and schools on working with students learning to read in English.

### **Reading Instruction for Adult English Language Learners**

Funder: Fairfax County Public Schools

October 2004 – June 2005

CAL developed a *Trainer's Guide to Teaching Reading to Adult ESOL Learners*, with accompanying workshops, for use with adult ESL teachers.

### **Teaching Reading and Writing in the Content Areas**

Funder: Projects Achievement, Best, and Excellence, Emporia State University, Kansas

Dates: September 2005-December 2005

CAL provided a series of four workshops for paraprofessionals working in school systems across the state of Kansas. These workshops focused on the teaching of reading and writing in the content areas. They were part of a multi-year initiative to train paraprofessionals working in grades K-12 in Kansas.

### **Technical Assistance for Program Planning**

Funder: National Institute for Literacy (the Institute)

October 2004 – September 2006

CAL is working with the Institute, MPR Associates, and World Education to convene groups of adult ESL experts, conduct a literature review on adult ESL education, participate in a review of services provided for adults learning English, and write background papers on topics in adult ESL education.

### **What's Different About Teaching Reading to ELLs?**

Funder: Massachusetts Department of Education

Dates: July 2005-June 2006

This project entails conducting three 20-hour courses for reading teachers and reading specialists. This training is designed to teach the skills and knowledge required to teach reading skills and comprehension to English language learners. Completion of this training fulfills a part of Massachusetts DOE required professional development.

## **LANGUAGE AND LITERACY DIVISION**

CAL's Language and Literacy Division specializes in projects that center on literacy acquisition in the elementary and secondary grades, particularly among learners for whom English is a second language.

### **Acquiring Literacy in English**

Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences

September 2000 – May 2006

CAL is conducting a research program focused on the acquisition of English literacy by Spanish-speaking children. The program includes three research subprojects:

- **Early Childhood Language and Literacy Development** - This study looks at (1) the links between the growth of skills in Spanish and English of 4- to 6-year-old bilingual children and (2) differences in the literacy development process for monolingual and bilingual children.
- **Transfer of Reading Skills in Bilingual Children** - In order to understand the role of the mother tongue in the development of English reading competence, this study focuses on awareness of speech sounds and the structure of words among Spanish-English bilingual fourth- and fifth-grade children.
- **Spelling as an Indicator of English Literacy Development** - This study aims to explain high levels of transfer from Spanish to English spelling among bilingual children in Grades 3 to 5 and to determine the relationships between English spelling skills and English reading skills in bilingual children.

### **Comprehensive Regional Technical Assistance Center – Region XIV**

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the Educational Testing Service (ETS)

October 2003 – June 2005

CAL collaborates with ETS to operate a technical assistance center for Florida, Puerto Rico, and the Virgin Islands to help state and local education agencies better meet the needs of children from high poverty backgrounds, including those who are learning English as a second language.

### **English for Heritage Language Speakers**

Funder: U.S. Department of Defense, National Security Education Program

September 2005 – August 2010

CAL is managing and helping two partner universities to develop an intensive program to enable heritage speakers of critical languages to develop their English proficiency to high levels, with particular focus on language skills specific to the federal workplace.

### **National Literacy Panel**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from SRI International

October 2001 – June 2005

CAL is conducting a comprehensive, evidence-based review of the research literature on the development of literacy among children and youth who are learning English as a second language.

## **LANGUAGE TESTING DIVISION**

Staff in CAL's Language Testing Division conduct a broad range of research and development projects related to the assessment of language skills in learners of all ages.

### **Acquiring Literacy in English**

Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences  
September 2000 – May 2006

LTD collaborates on this project with staff from the Language and Literacy Division by managing the development and validation of assessments, sharing the assessments with other researchers, and assisting in the analysis of data.

### **Adult English as a Second Language Assessment**

Funder: U.S. Department of Education, Office of Vocational and Adult Education  
October 2004 – March 2006

CAL is working with MPR Associates to create a plan for the design of assessment instruments to be used to measure the English language acquisition of adult learners.

### **Assessment of Study Abroad**

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University  
August 2002 – August 2006

CAL staff serve as language and testing experts on a study of students from four institutions (Dickinson College, Georgetown University, Rice University, and University of Minnesota) that focuses on the effects of study abroad on language learning, intercultural awareness, and interdisciplinary development.

### **Computerized Oral Proficiency Instrument (COPI) Test Administration Project**

Funder: U. S. Department of Education, International Research and Studies Program  
December 2003 – December 2006

CAL is operationalizing the Arabic and Spanish versions of the COPI, which involves making the tests available on CD-ROM, developing a CD-ROM-based COPI rater training course for each language, and developing a COPI module to enhance an existing online distance learning course for rater training.

### **Diagnostic Assessment of Reading Comprehension**

Funder: U. S. Department of Education, Institute of Education Sciences  
July 2005 – May 2009

CAL is developing a reading comprehension test battery for ELL and native English speaker children from Grades 4 through 5. The test battery will include measurement of decoding and word fluency, central comprehension processes and children's sensitivity to linguistic variation in the text.

### **Enhanced Assessment Instruments for English Language Learners (WIDA Consortium Project)**

Funder: Wisconsin Department of Public Instruction

May 2003 – September 2006

CAL has developed and will maintain assessments to annually measure the English language proficiency of English language learners in grades K through 12 as mandated by the No Child Left Behind legislation.

### **National Capital Language Resource Center (NCLRC)**

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University

August 2002 – August 2006

CAL is working with Georgetown University and The George Washington University to operate the NCLRC, a foreign language resource center. CAL develops tests, provides information on materials for teaching the less commonly taught languages, trains teachers, and uses multimedia to provide learning materials about testing.

### **The Work Readiness Oral Language Test**

Funder: SRI, International (subcontract)

Dates: February, 2005- May, 2006

CAL is developing a test of listening and speaking skills in English based on the Equipped for the Future (EFF) adult learning standards. Created to address a skills gap in the American workforce, EFF standards identify the abilities needed to hold entry-level positions. The oral English test will be one of four tests required for an EFF Work Readiness Credential. Other tests include a test of situational judgment, a test of using math to solve problems, and a test of reading with understanding. The Work Readiness Oral Language Test, which is being developed by CAL under a subcontract from SRI International, will be used to measure the test takers ability to listen actively and to speak so that others can understand. Test takers will include both English language learners and native English speakers. The EFF Work Readiness Credential will give employers a tool for certifying that job applicants have the skills needed to work and learn effectively on the job.

## **LANGUAGE EDUCATION AND ACADEMIC DEVELOPMENT (LEAD) DIVISION**

LEAD staff conduct research and offer professional development on issues related to English as a second language, bilingual education, sheltered instruction, two-way immersion, and program design for English language learners and their teachers in K-12 settings.

### **Academic Literacy Skills for Algebra**

Funder: Carnegie Corporation Foundation

July 2005 – September 2006

CAL is working with an expert advisory group to gather information on how schools teach Algebra to struggling learners.

### **Academic Literacy Through Sheltered Instruction for English Language Learners in Secondary Schools**

Funders: Carnegie Corporation of New York and the Rockefeller Foundation

June 2003 – December 2006

CAL conducts research on the SIOP (Sheltered Instruction Observation Protocol) Model and provides professional development to secondary teachers in two New Jersey school districts.

### **Adolescent ELL Literacy Policy**

Funder: Carnegie Corporation of New York

April 2005 – October 2005

CAL convened a panel of researchers on ELL adolescent literacy issues and prepared a policy document on promising practices.

### **Assimilating Hispanic Students into the Mainstream**

Funder: U.S. Department of Education, via subcontract from The Georgia Project

June 2001 – June 2006

CAL works with The Georgia Project to provide technical assistance and professional development on improving the academic achievement of English language learners in school systems and communities in Georgia.

### **Buhrer Elementary Two-Way Immersion Project**

Funder: Cleveland Public Schools, OH

September 2002 – September 2006

CAL provides technical assistance to an elementary two-way immersion school in three areas: program design and implementation, professional development, and program evaluation.

### **International Charter School Technical Assistance**

Funder: Rhode Island Foundation

March 2005 – November 2005

CAL identified grade-level language and literacy benchmarks in English and Spanish, as well as developed assessments to determine progress towards those benchmarks.

### **National Center for Research on English Language Learners**

Funder: U.S. Department of Education, Institute of Education Sciences

Subcontract: University of Houston

July 2005 – July 2009

CAL is conducting national research on the SIOP Model and working with other collaborators to develop a systematic intervention model for ELLs in grades 4-8 regarding language, literacy, and content. CAL will also provide dissemination activities for the National Center.

### **Optimizing Educational Outcomes for English Language Learners**

Funder: U.S. Department of Education, via subcontract from the University of Houston

October 2003 – September 2008

CAL supports the development, implementation, and evaluation of research-based models for two major approaches to the education of English language learners—structured English immersion and transitional bilingual education—to determine the impact of the different program models on the performance of Spanish-speaking English language learners in Grades K–3.

### **Training for All Teachers**

**Funder:** U.S. Department of Education, Office of English Language Acquisition, via subcontract from Teachers of English to Speakers of Other Languages

October 2001 – September 2005

CAL provides staff development to middle school teachers in Montgomery County, Maryland, on standards-based sheltered instruction for English language learners.

### **Two-Way Immersion Outreach and Information Dissemination**

Funder: Illinois Resource Center

July 2004 - June 2005

The Illinois Resource Center provides support for CAL's nationwide two-way immersion (TWI) outreach and public relations efforts, including TWI Web pages and directories, an email bulletin, and responding to questions from the public.

### **Two-Way SIOP Integration Project**

Funder: Goldman Sachs Foundation

June 2005 – May 2006

CAL is developing a Two-Way SIOP Handbook that will summarize key modifications to the SIOP Model, provide examples of model lessons, and provide research-based resources for teachers in two-way immersion programs to help them improve instruction in language and content using the SIOP Model.

## **FOREIGN LANGUAGE EDUCATION DIVISION**

The work of CAL's Foreign Language Education Division, which includes research, professional development, program evaluation, test design, and materials development, focuses on foreign language teaching and assessment at the elementary and secondary school levels.

### **Chinese American International School: Immersion Program Evaluation**

Funder: Chinese American International School, San Francisco

February 2005 - June 2005

CAL conducted a program review of the Mandarin immersion program at the Chinese American International School, pre-kindergarten through grade 8. The review included observations in English and Chinese classrooms, a review of the English and Chinese curricula, and interviews with staff members, parents, and students.

### **K-12 National Foreign Language Resource Center (NFLRC)**

Funder: U.S Department of Education, International Research and Studies Program, via subcontract from Iowa State University

August 2002 – August 2006

CAL conducts a variety of activities for the Iowa State University NFLRC, addressing various aspects of language assessment that are critical to enhancing high quality, standards-based foreign language instruction at the elementary school level. Specific projects include the development of a framework and test items for an elementary school Spanish listening and reading assessment, the updating of an online direction of K-12 foreign language assessments, and the development of a training manual for CAL K-8 language assessments.

### **Northeast and Islands Regional Educational Laboratory at Brown University - Foreign Language Project**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from Brown University

January 2001 – December 2005

CAL provides foreign language resources and training to educators through a listserv, Web site and annual workshops as part of its participation in this Regional Educational Laboratory.

### **South Carolina Student Oral Proficiency Assessment**

Funder: South Carolina Department of Education

April 2004 – June 2008

CAL is administering the *Student Oral Proficiency Assessment (SOPA)* annually in French, German, and Spanish in Rock Hill School District, South Carolina, to assess the listening and speaking skills of elementary school children.

### **Student Oral Proficiency Assessment (SOPA): A Web-Based Course**

Funder: U.S. Department of Education, International Research and Studies Program

October 2004 – September 2006

This project entails the development and delivery of a Web-based *SOPA* familiarization training course for foreign language educators wanting to assess speaking and listening skills of Spanish, French, German, and Japanese.

## **LANGUAGE IN SOCIETY DIVISION**

Language in Society staff conduct research on language use and apply the findings of sociolinguistic research to the resolution of social and communication problems.

### ***Do You Speak American? Curriculum Materials***

Funder: Ford Foundation, via subcontract from MacNeil Lehrer Productions

March 2004 – May 2005

Conference presentations focus on using CAL-developed curriculum materials for the PBS video *Do You Speak American?* ([www.pbs.org/speak.education](http://www.pbs.org/speak.education)).

### ***Do You Speak American? Teacher Development Materials***

Funder: Carnegie Corporation of New York, via subcontract from MacNeil Lehrer Productions

July 2004 - May 2005

CAL developed materials on dialects and registers for use in teacher professional development activities involving the PBS video, *Do You Speak American?*

### **Ghana - Improved Quality and Access to Basic Education**

Funder: U.S. Agency for International Development, via subcontract from the Education Development Center

May 2004 – May 2009

CAL guided development of a short introduction to English for non-formal education, development and implementation of literacy standards, and development of a reading assessment instrument in 5 languages.

### **Northeast and Islands Regional Educational Laboratory at Brown University – Dual Language Toolkit**

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from Brown University

January 2001 - December 2005

As a partner in this Regional Educational Laboratory, CAL prepared an online toolkit on two-way instruction.

### **Enhancing Secondary Education in the Central Valley: Success and Access for English Language Learners**

Funder: Irvine Foundation

October 2005 – April 2006

CAL is planning a project to promote students' high school graduation and post-secondary school enrollment.

### **The Last Speakers: High School Curriculum Materials**

Funder: Ironbound Films

August 2005 – February 2006

Background materials and other resources for teachers support the use of this PBS program on language endangerment.