

Center for Applied Linguistics
1985 Annual Report



The mission of CAL is to promote the study of language and to assist people in achieving their educational, occupational, and social goals through more effective communication.

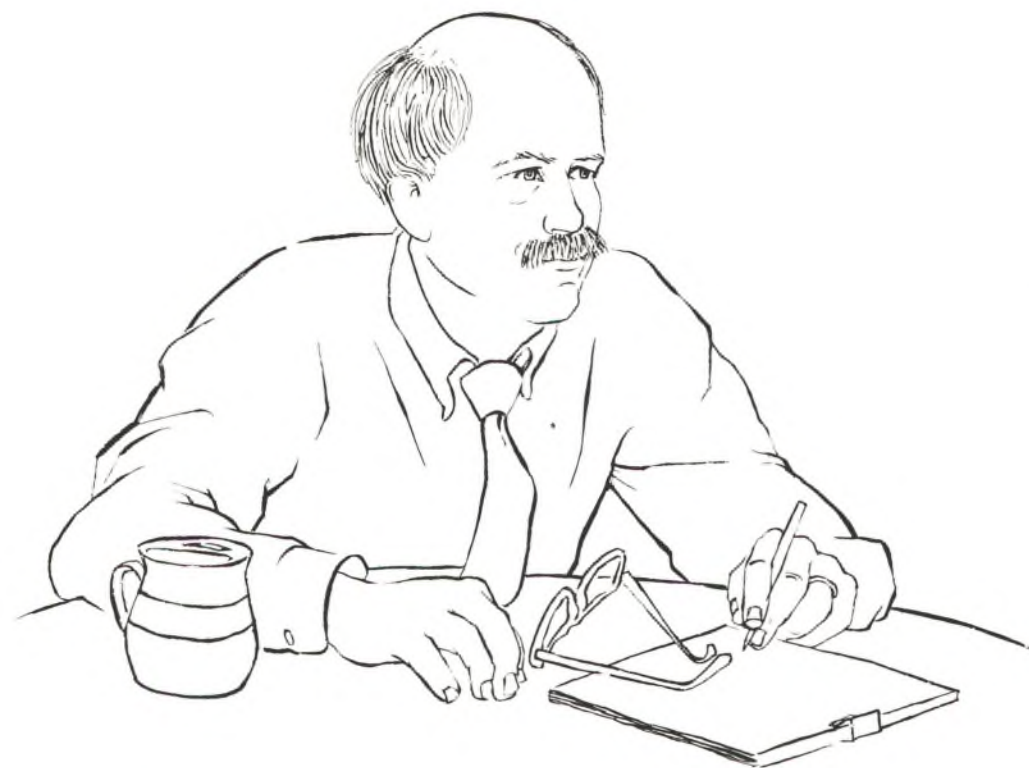
Contents

- 2* Letter from the President
- 4* Highlights
- 7* Native and English Language Education
- 9* Foreign Language Education
- 10* Research
- 12* Communication Services
- 13* Financial Information
- 15* Board of Trustees
- 16* CAL Staff

“... the single most important decision we made in 1985 was to establish the CAL Language Building. By so doing, CAL Trustees and staff were signalling clearly their belief that issues related to language learning, language teaching and effective communication would permeate the fabric of society for the coming decade, and were indicating their eagerness to collaborate with others in helping to alleviate language-related problems.”



Letter from the President



1985 was a good year for CAL. From my perspective, the single most important decision we made was to negotiate a long-term lease on a property substantially larger than we needed to house CAL alone. By so doing, CAL trustees and staff were signalling clearly their belief that issues related to language learning, language teaching, and effective communication would permeate the fabric of society for the coming decade, and were indicating their eagerness to collaborate with others in helping to alleviate language-related problems.

In this regard, CAL staff have called repeatedly for steps to be taken domestically to help us develop a language-competent American society. We believe that it is vitally important for all individuals to have an opportunity to develop the highest possible proficiency in English and also to acquire facility in some other language. Research evidence and practical experience suggest clearly that there are cognitive, personal, and social benefits to be derived from bilingualism and we feel that CAL staff should play a catalytic role in promoting its development. In this report, we describe ways in which we are working collaboratively with others throughout the country to achieve this goal.

On a somewhat different note, we remain alarmed by the continual movement of peoples across national borders—peoples who often are persecuted for political, religious, or other beliefs. The flood of refugees—from Southeast Asia, Eastern Europe, Africa, and increasingly from Latin America—continues un-

abated. Many of these individuals ultimately seek shelter in the United States. One important key to their adjustment here is access to language training and orientation to life in our country. For many years, CAL has been deeply involved in this work through the activities of our Refugee Service Center. Our efforts directly assist those seeking to resettle in the United States. Indirectly, we also help other service providers to improve various aspects of curriculum development, materials preparation, assessment, and teacher preparation. The field of adult second-language education has changed dramatically in the last decade—due, in no small measure, to the activities of CAL staff working collaboratively with a network of consultants and friends throughout the world. As you will note in the pages that follow, CAL staff have been concerned with many other issues as well in the past year.

1985 also marked the end of general budget support to CAL by the Ford Foundation. Their financial and collegial support over the years has been immensely important to us in carrying out our mission. During 1985, we wanted to confront squarely the question of whether there is still a need for CAL—26 years after its founding. During the course of the year, staff engaged in much discussion about whether there is a societal need for a specialized, thematically focused, non-profit organization such as CAL, concerned with helping people achieve their educational, occupational, and social goals through better communication. Although federal and

private financial support seem to be diminishing, we concluded nevertheless that the needs perceived by participants at the 1957 University of Michigan conference which led to the formation of CAL still exist—and that there is no other organization uniquely committed to fulfilling that mission.

Our decision in the Spring of 1985 to establish the CAL Language Building reflected our desire to provide a locus for organizations interested in diverse aspects of language learning, language teaching, and cross-cultural communication. By taking this step, we are trying to ensure continuity and to add visibility and critical mass to the role of language in the public interest.

As you will see in the following report, we have blended traditional ongoing activities at CAL with a number of new projects in 1985. We look forward to exciting new projects, and to continued interest and support in the year ahead.

Dick Tucker

1985 was a year of advancement and self-assessment for the Center for Applied Linguistics. We expanded our achievements in language research, teaching, and evaluation, and established greater visibility in our home town of Washington, D.C. We also continued the process of examining our goals and objectives, and began crafting a mission statement to serve as a solid foundation for new development initiatives and project focus in the decade ahead.

In recent years, many nonprofit, socially oriented organizations such as CAL have struggled to survive in a fiscal environment characterized by massive reductions in government funds for research, service, and demonstration activities. As these groups compete for funding from private philanthropic sources, foundation funds have also begun to diminish. To achieve a broader financial base, CAL's leadership has charted a course away from re-

ceding fiscal opportunities toward greater organizational depth and stability.

CAL turned increasing attention during this year toward two objectives: (1) the establishment of a more visible corporate image that would communicate to the public the leadership role CAL plays in the language field, and (2) the identification of new sources of support through development initiatives.

To increase visibility within the community and to benefit the language teaching field, in 1985 we established the CAL Language Building, and relocated our offices. CAL made a 10-year commitment to lease office space at 1118 22nd Street, Northwest—a five-story building which accommodates not only the offices of the Center for Applied Linguistics, but also provides space for other organizations with similar objectives, interests, and concerns. Six months after moving in, all but 3,500 of our 30,000 square feet of space are occupied. Five organizations are now housed in the CAL Language Building: The Summer Institute of Linguistics, The Indochina Resource Action Center, The Asian and Pacific American Chamber of Commerce, The Teachers of English to Speakers of Other Languages (TESOL), and Language and Communication Associates. Other language-related organizations have expressed interest in the concept of the Language Building, and may be able to join us within the next three to five years. The presence of the CAL Language Building in Washington will send a strong and positive message to both the public and private sectors about the significance of language issues in many contexts,

and the united concern of the groups who have joined us in the CAL Language Building.

Development

The Communication Services Division has shouldered much of the responsibility for development outreach since the Division's inception in 1983. This year, as part of our commitment to new development efforts, CAL added a Director of Special Projects to the staff. With this infusion of expertise in program development and administration, the staff of Communication Services has set to work uncovering potential new areas of activity for CAL.

We see an increasing need for programs in English for Special Purposes for organizations working overseas, and for technical English training in a variety of settings, both domestic and foreign. In fact, the completion this year of our "Working in the United States" video series and the interactive videodisc course "English for Industry" testifies to CAL's continuing expertise in the field of targeted language training, and to our ability to use advanced media techniques for materials development.

Because we are an organization with diverse activities and interests, carried out within a highly specialized field, it is a challenge to describe CAL in succinct terms. In 1985 we took on this challenge, using the technology we have acquired in our program work and applying it to making our own video. *Language in Action* is a 20-minute visual presentation of CAL—our people, our projects, our history, and our future. It has proved to be a highly effective

companion to our development and promotional efforts.

The Ford Foundation assisted us this year in our development endeavors and in our corporate image-building through two major grants: one for \$500,000 to provide a "venture fund" for development, and the other for \$250,000 to help make the CAL Language Building a reality. These grants also mark the conclusion of 26 years of Foundation core support for CAL.

New project start-up

Issues of bilingual education and the learning challenges that face language-minority—or nonnative-English speaking—children have long been of primary concern to CAL. In 1985, we expanded our role in research and the application of new knowledge to bilingual problems through the start-up of the Center for Language Education and Research (CLEAR).

A three-year contract awarded to UCLA by the National Institute of Education (now the Office of Educational Research and Improvement), with CAL as major subcontractor, this effort will lead us to a better understanding of the difficulties language-minority children face in mastering academic content material. In addition, the project seeks to improve classroom teaching methods in second and foreign language education. This endeavor has provided new opportunities for several CAL staff members, and involves extensive collaboration among CAL projects.

In 1985 CAL also broadened the activities it carries out for the Inter-agency Language Roundtable (ILR)

—an informal network of federal agencies concerned with language learning and teaching. For many years, CAL was the sole non-governmental participant in the Roundtable. Through this association, we have been asked to develop a Romanian proficiency test; to carry out an interagency comparability study to examine the consistency of rating scale usage during oral proficiency testing; to develop criteria for the evaluation and possible adaptation of materials for the teaching and study of 40 less commonly taught languages; and, most recently, to develop materials for the teaching of Pashto.

This array of activities follows the rubric of CAL's historical commitment to the study and teaching of the less commonly taught languages. Our particular knowledge in this area has been recognized by ILR, and requests for CAL's expertise increased significantly during 1985.

With the addition of John L. D. Clark to the staff five years ago, and Rebecca Oxford this year, CAL has achieved unprecedented strength in the area of proficiency testing, language skills assessment, and program evaluation. In 1985, in collaboration with the University of Pennsylvania, CAL began the second year of work on the development of a series of diagnostic tests for Arabic, Chinese, and Japanese. In addition, we are developing a psychometric model for measuring individual language change over time. These projects promise to provide important theoretical and practical information about the process of language skill loss, and to give important direction to the development of refresher materials.

It is vitally important for us to maintain the momentum we have created—to pursue new avenues of opportunity and to apply our specialized knowledge toward the res-

olution of language-related problems, both domestically and internationally. But it is equally important to preserve a sense of history and continuity, and to make contributions to the field that are uniquely CAL's. For this reason, we continue to place great significance on our publications program. Although we no longer have a structure for in-house publishing, we remain committed to the concept of broad dissemination of information as a programmatic priority. In this light, we are seeking to finalize a collaborative agreement with a major publisher for the production and distribution of CAL manuscripts in the coming year.



The scope of interest and activity at CAL is broad, but does not stray from our commitment to the teaching and learning of English as a Second Language; the teaching and learning of foreign, especially the less commonly taught, languages; and the seeking of greater knowledge through research with which to enrich the language learning process. Now, as in the past 26 years, it is the people of CAL—our employees, trustees, and international network of colleagues—who provide the vitality and creativity behind the accomplishments of the organization.

Native and English Language Education Division

The Native and English Language Education (NELE) Division, headed by Allene G. Grognet, has enjoyed 10 years of success and accomplishment in refugee language education and cultural orientation.

NELE staff pay particular attention to the needs of adult learners by tailoring English programs for special purposes. NELE staff have worked long and hard to earn their reputation for turning out high-quality, effective, and sensitive materials geared to the needs of their audiences.

One result of our in-depth work with displaced adult learners is a particular focus on the acquisition of skills needed for success in the American workplace. In 1985 we published a series of videotapes and workbooks entitled "Working in the United States," now available through Prentice-Hall. "English for Secretaries and Receptionists," the first audio cassette-based course in an English for Special Purposes series produced by CAL and Prentice-Hall, is in preparation and is scheduled for release in Latin America next year.

Four years ago, CAL developed the Basic English Skills Test (B.E.S.T.) in response to the need for proficiency assessment among adult English learners—many of whom were not literate in their mother tongues. The B.E.S.T. was the first instrument of its kind—an oral interview test of basic English and cultural coping skills—and has been enormously successful. This year, we developed three new comparable forms of the B.E.S.T. The tests and manual are now distributed by The Psychological Corporation, Inc.

A major accomplishment during 1985 was the completion of several years' work on the development of



a first-of-its-kind, computer-controlled, interactive videodisc program for teaching English as a Second Language (ESL). "English for Industry" is pedagogically innovative, visually and graphically stimulating, and inviting to the student, who must "interact" with the program by using a touch-screen to ask and answer questions. Working intensively with Dr. Arnold Packer of Interactive Training, Inc., and Joseph Keyerleber of The Media Group, the project represented a monumental learning process for CAL. We see "English for Industry" as an important prototype that will lead the way to major advances in self-instructional language learning.

This year we completed a study with Haitian refugees and immigrants in New York, adding another chapter to the growing body of information on native language literacy and second language acquisition. The result of this research, combined with other studies, supports the need for native language literacy training for adult second language students.

A major portion of NELE Division activities takes place through our field office in the Philippines, centrally located to assist Southeast Asian refugees in Thailand, the Philippines, and Indonesia. The Refugee Service Center (RSC), with offices in Manila and at CAL in Washington, D.C., remains the largest and most consuming project of this division. Funded by the U.S. Department of State to meet the needs of teachers and students in refugee camps, CAL Manila serves as a backstop for the intensive ESL, Cultural Orientation, and Work Orientation programs that constitute the final phase of camp life for refugees bound for new lives in America. In 1985, approximately 35,000 refugees completed training prior to their departure for the United States.

In addition, the RSC in Washington provides the vital link between overseas training and U.S. resettlement, helping to ensure that the focus of training represents the best possible preparation for resettlement and employment, and making sure that the programs in the camps are kept informed about developments and trends in U.S. communities, schools, and industry.

The core of RSC's work involves these activities:

- **testing** of ESL, Cultural Orientation, and Work Orientation skills;
- **production** of text, audio, and visual material;
- **provision of technical assistance** to program staff on topics such as adult literacy, cultural adjustment, etc.;
- **provision of consultants** to programs in Southeast Asia, as well as the Sudan and Eastern Europe, where other refugee programs exist;
- **development of materials** for teacher training and testing;
- **collection, analysis, and dissemination of current information** on resettlement, education, employment, and legislation to camp staff;
- **conducting workshops and training sessions** for Stateside service providers.

At the conclusion of 1985, we are particularly proud of:

1. The advent of the journal **PASSAGE**, for the benefit of professionals involved in refugee resettlement and education both overseas and in the United States. **PASSAGE** strives to provide articles of both theoretical and practical interest, and has met thus far with great success;

2. The emergence of the quarterly publication "**Information Update**," a newsletter geared for teachers working in overseas training programs that provides current information about issues, trends, and services related to the resettlement of Indochinese refugees in the United States.

1985 saw a major change in administration overseas, with the appointment of Dr. Anne H. Dykstra as Field Director upon Kay Rogers' return to the United States.

The work of our Refugee Service Center underscores the concern and commitment CAL feels toward the special linguistic and cultural needs of displaced populations. There is unquestioned need for our knowledge and expertise in preparing refugees for the challenges of life in the United States, in helping American communities receive new members, and in sharing our experience with other nations in the development of policy regarding language training and cultural orientation.

Foreign Language Education Division

The Foreign Language Education Division (FLED), headed by John L. D. Clark, plays a primary role in the foreign language learning process by serving foreign language teachers and learners worldwide through information dissemination, materials development, and testing projects.

The Educational Resources Information Center Clearinghouse on Languages and Linguistics (ERIC/CLL) is the most visible way in which we keep current information flowing to the language teaching community. Funded by the U.S. Department of Education, ERIC maintains and continually updates a major computerized database on all aspects of language teaching and learning. Both through extensive database searching at the request of users and through ERIC's own publications, ranging from simple fact sheets to detailed monographs, we help ensure that language teachers, students, and other interested people have rapid access to the most current information in the field.

A second, unique area in which CAL offers information and service is that of the less commonly taught (LCT) languages, which include all world languages other than English, French, German, Italian, Portuguese, Russian, and Spanish. The FLED office at CAL houses the world's largest repository of information on materials for the teaching and learning of LCT languages. During 1985, we computerized more than 12,000 file entries on teaching materials for some 1,000 of those languages. The new system will provide for 24-hour turnaround of information on available materials as well as on resource persons—including linguists, instructors, and

translators—in a specified language.

We have just begun work on a collaborative project with ACTFL—the American Council on the Teaching of Foreign Languages—to develop special materials on curriculum planning, instructional practices, and assessment procedures for four less commonly taught languages: Arabic, Hindi, Indonesian, and Swahili. This effort is a good example of our ability to draw on CAL's extensive network of colleagues to work together toward a goal of mutual importance.

We are also collaborating with the University of Pennsylvania's Language Attrition Study on a new diagnostic test project funded by the National Security Agency. We are developing specialized tests to determine loss of language skill by American students of Arabic, Chinese,

and Japanese following completion of their classroom study. This project also involves breaking new ground in developing statistical procedures for measuring language skill loss, and for examining the relationship of skill loss to various characteristics of both the teaching process and the student.

Following the success of our listening comprehension and reading proficiency tests for students of Chinese, now being used by several institutions, we are developing a similar test of Chinese speaking ability. The Chinese Speaking Test, in four equivalent versions, will be available by mid-1986. A test of listening, reading, and speaking proficiency in Romanian is also under preparation, for use by students at the Defense Language Institute in California.



Research Division



10

The mandate of the Research Division, directed by Walt Wolfram, is to seek out knowledge that will enhance the quality of classroom teaching, improve the language learning process, and provide the linguistics and social science fields with new analytic tools and information. With particular interest in language acquisition and variation, CAL researchers have earned a solid reputation for producing high quality research, and for providing new information to the community via publications, audio and video materials, teacher seminars, classroom workbooks, and professional consultancies. We think it crucial that what we learn about language be put to use where it matters most, whether the setting be a fifth-grade classroom, an inner-city speech clinic, a workplace seminar, or a volunteer tutor's diningroom table.

In the Research Division, we also welcome Visiting Scholars who come to us from other institutions to collaborate on projects of particular interest and exchange information with CAL staff. During 1985 we were pleased to work with Dr. Franciszek Grucza, Director of the Institute of Applied Linguistics at the University of Warsaw, who came to CAL under the auspices of the International Research and Exchanges Board, and with Dr. Vincent Cooper of the College of the Virgin Islands. Drs. Veneeta Acson, Roger Shuy, and Jana Staton continue as Affiliated Scholars.

We completed work on two major efforts in 1985:

□ **Patterns of Spoken and Written English in a Vietnamese Community: Tense Marking in Second Language Acquisition**, funded by the National Institute of Education. Walt Wolfram and Deborah Hatfield conducted this study of the acquisition of English language structures by adult and adolescent second language learners in a Vietnamese community in northern Virginia.

The results provided the basis for challenging some current assumptions about the way second language learning proceeds, and showed that there is an important interplay of social and language factors in the learning of a second language.

□ **Dialogue Writing: Analysis of Student-Teacher Interactive Writing in the Learning of English as a Second Language**, funded by the National Institute of Education. Joy Kreeft Peyton and Roger Shuy expanded earlier work on this unique classroom practice—the daily communication in writing between a teacher and a student—this time with nonnative-English-speaking students. The study produced important insights into how this educational practice can be used to promote the language development of students learning English as a second language.

In 1985 we continued work on our **Survey and Collection of American English Dialect Recordings**, funded by the National Endowment for the Humanities. Donna Christian is guiding this compilation of audio-recorded American English dialect samples through the collection and transcription of tapes and the writing of a reference guide. Upon completion, the collection of master recordings will be given to the Library of Congress, with a duplicate set remaining at CAL.

New projects begun in 1985 include:

The Development of Dynamic and Static Locative Knowledge, funded by the National Science Foundation. This unique project grows out of an earlier CAL effort to investigate the language development of black working-class children living in a large metropolitan area. An extensive database of natural and spontaneous language use was gathered entirely on videotape during repeated visits to children's homes over an 18-month period.

With new funding, Anna Fay Vaughn-Cooke and Ida Stockman are continuing their important work in children's language acquisition, focusing on the development of the concepts of location and placement.

The Center for Language Education and Research (CLEAR), funded by the U.S. Department of Education. This project involves not only CAL, but specialists from UCLA, Yale, Harvard, and the University of California-Santa Barbara in a major collaborative effort to conduct both basic and applied research.

CLEAR's goal is to promote a language-competent American society through improved programs for educating our students in English and in other languages. A set of interrelated research projects focuses on academic and language skill development for language-minority children; foreign language teaching and program assessment; and lan-

guage loss. Major components of CLEAR are aimed at improving instruction for foreign language and bilingual students through extensive staff training and materials assessment activities, and at disseminating information to a broad audience of educators. Under the leadership of Dick Tucker and Donna Christian, CLEAR draws on the skills of CAL professional staff in several programmatic divisions for specialized input.

Our Research Division staff are among the most active in their professional circles. During 1985, a number of articles written by our staff appeared in major publications. In addition, research staff delivered papers at a variety of major professional meetings.



Communication Services

Communication Services is the newest of CAL's four major programs. Headed by JoAnn (Jodi) Crandall, it was born of a need to centralize efforts in the pursuit of nontraditional sources of funding, and particularly to establish relationships with potential clients in areas not yet served by CAL. While all programmatic divisions at CAL share development interest and responsibility, Communication Services plays

a leading role in the identification of language policy and training needs within the multinational corporate and international assistance spheres.

Communication Services expanded this year with the addition of Conrad Spohnholz as Director of Special Projects, who brought international management experience to complement the academic strength of the division's project staff. This team has opened new avenues of discussion with agencies such as the U.S. Agency for International Development (AID), the Peace Corps, and the World Bank.

In one AID project this year, a team of CAL language teaching and program experts conducted a needs assessment and evaluation of the current English-language teaching situation in Central America, as part of the planning for the new Central American Peace Scholars program. CAL staff also conducted a needs assessment of the technical and general English programs at the College of the Bahamas as part of a World Bank-sponsored college improvement program.

In 1985 we began assisting Arthur Andersen & Co., an international "big eight" accounting firm, with the implementation of an English common language policy for its offices around the world. This effort will produce an English Language Training Handbook, a set of proficiency guidelines and assessment measures, and a staff training seminar.

Communication Services also coordinated a number of translation projects this year, focusing on the production of culturally and linguistically appropriate translations. In one project, translations were provided for a national cancer survey investigating the links between diet

and cancer in women. In another, participants in the WIC (Women, Infants and Children) program were provided with nutritional information and materials explaining the program in a form that they could readily understand and use.

We foresee increased demand for CAL's expertise in targeted English-language training and tailored English for Special Purposes (ESP) curricula. Communication Services Division program staff are working to develop a series of self-instructional materials to help minority-language college students with their math studies. Under a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, we are investigating the role language plays as a barrier to mathematics achievement, especially in basic algebra, for Hispanic and other minority students. The language of mathematics requires specialized vocabulary, grammatical structure, and text organization types that are particularly difficult for students for whom English is a second language. Based on the findings of our work, five units of supplementary materials will help students to master basic math concepts and skills in preparation for study in more technical fields. Discussions are already under way to expand the applications of this research for the benefit of math and science students in lower grade levels.

The Communication Services Division will continue its outreach efforts in the pursuit of new opportunities for CAL that are consistent with our mission. With firm footing in 26 years of solid research, publications, information dissemination and project work, we look forward to meeting the programmatic and development challenges of CAL's future.



Center for Applied Linguistics
Balance Sheets
September 30, 1985 and 1984

	Assets	
Current Assets:	1985	1984
Cash:		
Operating	\$ 441,334	\$ 178,796
Refugee Service Center	493,906	344,664
Accounts Receivable:		
Billed Contracts and Grants	218,712	139,070
Unbilled Contracts and Grants	232,194	491,627
Other	85,437	43,236
Inventory	157,220	236,474
Prepaid Expenses and Other	32,729	48,436
Total Current Assets	<u>\$1,661,532</u>	<u>\$1,482,303</u>
Noncurrent Assets:		
Cash:		
Temporary Endowment Fund	\$ 500,000	\$ —
Furniture, Equipment and Leasehold Improvements— at Cost	\$ 228,911	\$ 213,541
Less Accumulated Depreciation and Amortization	<u>126,691</u>	<u>149,558</u>
	\$ 102,220	\$ 63,983
Net Noncurrent Assets	<u>\$ 602,220</u>	<u>\$ 63,983</u>
TOTAL ASSETS	<u><u>\$2,263,752</u></u>	<u><u>\$1,546,286</u></u>

Liabilities and Fund Balance

Current Liabilities:		
Billings in Excess of Revenues	\$ 176,340	\$ 50,479
Accounts Payable and Accrued Expenses	170,557	213,980
Accrued Lease Discounts	59,988	—
Deferred Revenue—Venture Grant	23,253	47,013
Deferred Revenue—Relocation Grant	155,002	—
Accrued Annual Leave	46,855	43,054
Note Payable (Current Portion)	10,076	—
Payroll Taxes Withheld and Other	33,118	7,877
Total Current Liabilities	<u>\$ 675,189</u>	<u>\$ 362,403</u>
Long-Term Liabilities:		
Note Payable	\$ 37,763	\$ —
Temporary Endowment	500,000	—
Total Long-term Liabilities	<u>\$ 537,763</u>	<u>\$ —</u>
Total Liabilities	<u>\$1,212,952</u>	<u>\$ 362,403</u>
Fund Balance—Unrestricted	<u>1,050,800</u>	<u>1,183,883</u>
Total Liabilities and Fund Balance	<u><u>\$2,263,752</u></u>	<u><u>\$1,546,286</u></u>



Center for Applied Linguistics
Statements of Support and Revenues, Expenses and Changes in Fund
Balance for the Years Ended September 30, 1985 and 1984

	1985	1984
Support and Revenues:		
Contracts and Grants—Restricted	\$3,436,185	\$3,517,428
Venture Activities Grant	73,760	2,987
Investment Income	25,934	15,176
Honoraria and Fees	9,483	16,200
Rental Revenue from Subleases	6,601	31,073
Sale of Publications and Subscriptions	27,085	89,634
Royalties	23,583	4,492
Other	4,845	19,007
Total Support and Revenues	<u>\$3,607,476</u>	<u>\$3,695,997</u>
Expenses:		
Program Services:		
Contracts and Grants—Restricted	\$3,542,363	\$3,529,517
Venture Activities	77,264	2,987
Publications	81,410	34,129
Total Program Services	<u>\$3,701,037</u>	<u>\$3,566,633</u>
General Operations	39,522	36,595
	<u>\$3,740,559</u>	<u>\$3,603,228</u>
Excess (Deficiency) of Support and Revenues Over Expenses	(\$ 133,083)	\$ 92,769
Fund Balance, Beginning of Year	<u>1,183,883</u>	<u>1,091,114</u>
Fund Balance, End of Year	<u><u>\$1,050,800</u></u>	<u><u>\$1,183,883</u></u>

1985 Board of Trustees

Dr. Courtney B. Cazden (Chair)
Graduate School of Education
Harvard University
Cambridge, Massachusetts

Mr. Melvin J. Fox (Vice-Chair)
Ford Foundation, retired
Chapel Hill, North Carolina

Mr. Quang H. Nguyen (Secretary)
President
Mekong Corporation
Washington, D.C.

Mr. Felix B. Gorrell (Treasurer)
Brookings Institution, retired
Arlington, Virginia

Dr. John Baugh
Department of Linguistics
The University of Texas at Austin
Austin, Texas

Dr. Leo Bogart
Executive VP & General Manager
Newspaper Advertising Bureau, Inc.
New York, N.Y.

Dr. Ernest Boyer
President
The Carnegie Foundation for the
Advancement of Teaching
Princeton, New Jersey

Dr. José A. Cárdenas
Director
Intercultural Development Research
Association
San Antonio, Texas

Mr. James A. Cudney
Assistant Administrator, Asia
& the Pacific
National Rural Electric
Cooperative Association
Washington, D.C.

Dr. Vivian M. Horner
Electronic Media Consultant
New York, New York

Dr. Richard M. Krasno
President
Institute of International Education
New York, New York

Dr. Richard D. Lambert
South Asia Regional Studies Dept.
The University of Pennsylvania
Philadelphia, Pennsylvania

Prof. D. Terence Langendoen
(*ex officio*)
CUNY Graduate Center
New York, New York

Ms. Deborah M. Phillips
Manager, Multilingual Markets
Xerox Corporation
Palo Alto, California

Dr. G. Richard Tucker
President
Center for Applied Linguistics
Washington, D.C.

1985 G&L Staff

Executive Staff

G. Richard Tucker
President

Donna Christian
Associate Director
Research Division

John L. D. Clark
Director
Foreign Language Education Division

JoAnn (Jodi) Crandall
Director
Communication Services Division

Anne H. Dykstra
Field Director
Southeast Asia Refugee Service Center
Manila, The Philippines

Allene G. Grognet
Director
Native and English Language
Education Division

Alan R. Harrison
Director
Financial Services

Conrad S. Spohnholz
Director
Special Projects

Walt Wolfram
Director
Research Division

MaryAnn Zima
Director
Administrative Services

Grace Agana
Neil Anderson
Macel Bailey
Thomas Belak
William Bliss
Michelle Burtoff
Cintia Cabib
Angelo Canlas
Rosemary Casey
Donna Christian
Leticia Cifra
John Clark
Martha Clark
Juana Clipper
William Code
Anne Convery
JoAnn Crandall
Arthur Crisfield
Lynda Cutsail
Theresa Dale
Barbara DeMarco
Aida Devierte
Gina Doggett
Jamie Draper
Marshall Dugar
Anne Dykstra
Bernarda Erwin
Elizabeth Espiritu
Alma Gabarda
Rogelio Gabriel
Erlinda Gamit
Christina Garbacz
Stuart Garcia
Douglas Gilzow
Allene Grognet
Anne Marie Harnett
Alan Harrison

Val Hart
Deborah Hatfield
Linda Jackson
Dora Johnson
Marion Jones
Linda Smith Kharde
Rudy Kumar
Nelly Kurfefs
Curtis Lynch
Whitney Mackintosh
April Massey
Tara McCallum
Maggy McFerren
Cynthia McMillian
Flor Mejorada
Marilou Mondano
Deborah Muse
Ana Maria Navarro
Mary Niebuhr
Filemon Oasan
Rebecca Oxford
Tracey Ozley
Davetta Parker
Flordeliz Patolot
Gnarity Penn
Margo Peterson
Phillip Peterson
Joy Kreeft Peyton
Hong-Quang Pho
Sonia Rabelas
Don Ranard
Margaret Reynolds
Nancy Rhodes
Barbara Robson
Kay Rogers
Molly Silliman
Carmen Simich-Dudgeon
George Spanos
Conrad Spohnholz
Joyce Stadnick
Ida Stockman
Lynn Thompson
Denia Torres
Deborah Tucker
G. Richard Tucker
Anna Fay Vaughn-Cooke
Jeff-Rey Villamora
Leonida Vizcarra
Bertil von Knorring
Laura Wenzel
Joan Williams
Walt Wolfram
Romulo Yambao
MaryAnn Zima

Legal Counsel

Benjamin W. Boley
Shea & Gardner
1800 Massachusetts Ave. NW
Washington, DC 20036

Auditors

Councilor Buchanan & Mitchell
7101 Wisconsin Ave.
Bethesda, MD 20814

Design by Paddy McLaughlin
Illustrations by Sherrell Medbery



