CAL CENTER FOR APPLIED LINGUISTICS 1990 ANNUAL REPORT
This Annual Report is dedicated to

Melvin J. Fox (Ford Foundation, retired)

to express our gratitude for his
continuing friendship and vision.
"One thing hasn't changed in the history of this great country — the need to value the splendid diversity of our people."

Barbara Bush
Demographic projections — and indeed our own personal experiences — point clearly to an increasingly multicultural American society. During the coming decade, almost all educators will have language minority youngsters in their classes. In fact, in many urban metropolitan areas, these students will constitute a majority in their schools.

We have identified the theme of "cultural diversity" and the need to prepare all individuals to function in a multicultural and multilingual world as the centerpiece of CAL’s mission for the coming decade. It is here, I believe, that CAL has made and will continue to make a major contribution. Our staff in Washington, D.C. and in our new Sunbelt Office in Florida will continue to pursue a balanced agenda — namely to ensure that all individuals have an opportunity to develop the fullest possible language competence, and that they develop an awareness of and appreciation for the increasing cultural diversity that surrounds us.

In pursuing this theme, CAL will also expand the range of products and services that we offer to the private sector. The demography of the workforce is changing in the same manner as that of the school-aged population, and the need for effective workplace ESL, workforce literacy, and cultural diversity training is as great and every bit as challenging in the private sector as in the public sector.

During the past decade, we have systematically attempted to foster greater collaboration and information sharing among sometimes previously isolated constituencies. The operation of the various clearinghouses and our participation in major extant research centers signal that CAL has become and should remain a focal point for the exchange of information among English as a second language (ESL) educators, foreign language educators, bilingual educators, and cross-cultural specialists. Cooperation will be absolutely critical in the decade ahead as the number of language minority individuals in our society increases rapidly, and as the demand broadens for foreign language proficiency on the part of those who must compete in a global market.

We at CAL have a special role to play by reaching out to other disciplinary groups with whom language educators have only recently begun to interact — for example, the National Council of Teachers of Mathematics, the National Science Teachers Association, and the National Council for the Social Studies. As groups such as science educators, math educators, and social studies educators begin to plan and implement curricular reform for the coming decades, CAL can play an important catalytic role in ensuring that the concerns, the insights, and the findings from language education research are reflected in the discussions.
There is an additional area that looms as potentially important for CAL in the immediate future. During the 1960s and 1970s, CAL maintained strong linkages with educators concerned with improving the quality of language teaching and language learning in Central European countries. CAL staff and consultants participated in a number of collaborative projects with scholars from Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia by which contrastive analyses of various Central European languages and English were carried out and pedagogical materials developed. The personal and institutional linkages which were forged are, in most cases, still strong. As political events continue to evolve in Central Europe, and with preparations underway for what will be dramatic changes in the European Community after 1992, it is inevitable that the demand for increased teaching of English will intensify.

CAL staff have recently participated in training programs in Central Europe for East German teachers of English and for Hungarian teachers of English. The demand for access to informed, up-to-date, and professional training is overwhelming. English is rapidly replacing Russian as the foreign language of choice in many of the former Soviet Bloc countries while simultaneously the popularity of English continues to rise throughout the remaining European countries. I believe that CAL has a major role to play in this area, and we look forward to undertaking new initiatives in the year to come.

You will note that this year’s Annual Report is dedicated to Mel Fox. Allow me to share with you a few recollections about my association with Mel. I first met Mel in December 1968 in Dar es Salaam. He was working with the Ford Foundation, which was sponsoring a five-country survey of language use and language teaching in East Africa. The survey, incidentally, was coordinated and “backstopped” by CAL. I was working at the time with the Ford Foundation in the Philippines and I had traveled to Tanzania to participate in the East African Regional Conference on Language Teaching. This gathering provided an opportunity for language educators from many countries to exchange information, and more importantly for me to meet Mel Fox.

Mel had, of course, been involved with CAL literally since before its inception. He was one of the participants in the conference held at the University of Michigan in 1958, which led to a recommendation for the founding of CAL — made possible, in part, by a substantial grant from the Ford Foundation. During his long and productive career at the Ford Foundation, Mel was the key individual who provided the vision, the motivation and the leadership which resulted in their significant assistance to language education programs domestically and in the third world.

A long-time personal friend, and a long-time friend of CAL’s, Mel joined our Board of Trustees shortly after I arrived at CAL in the Fall of 1978. He continued to serve on the Board, on various committees, and for four years as Chair of the Board until his “retirement” on December 31st. It has been a singular source of pleasure for me personally and for all of us at CAL to have worked with Mel over the these many years. He has broadened our vision and enriched our work, and we are all deeply grateful to him.

G. Richard Tucker
THE CENTER FOR APPLIED LINGUISTICS (CAL) is a private, non-profit organization that provides practical solutions to educational, occupational, and social problems related to language and culture.

Established in 1959 with a grant from the Ford Foundation, CAL has earned international recognition for the scope and innovative quality of its work. Whether supporting the language training of Indochinese refugees in the Philippines or designing computer-based programs for American autoworkers in Detroit, CAL projects provide opportunities for development based on effective communication and cultural understanding.

Today CAL is in the unique position of knowing how to assist a broad range of organizations, including domestic and international corporations, government agencies, and academic institutions. By applying expertise gained from over thirty years of tailoring successful programs and materials, CAL is able to address the challenges of language and cultural diversity in the classroom and in the workplace.

Our staff includes professionals in anthropology, language teaching, adult education, and assessment, as well as experts in languages and linguistics. In addition, CAL’s international network of consultants and colleagues gives us the capacity to respond rapidly to the specific requirements of a language-related problem, and also provides us with a steady flow of current information on the accomplishments of other language experts around the world.

Working in multidisciplinary teams, CAL’s experienced staff of professionals provide assistance and training in such areas as:

- Literacy
- Cross-cultural Communication
- English as a Second Language (ESL)
- Workplace Training
- Foreign Language Education
- Bilingual Education
- Dialect Research and Training
- Language Proficiency Assessment

By conducting needs assessments, developing innovative training materials and language teaching programs, designing test instruments, and actively participating in language policy formulation, CAL has become a leading international resource on language and cultural issues.
Nearly 30 percent of the students who enter ninth grade in the United States fail to graduate from high school. A high percentage of these dropouts are minority students. By bringing together the expertise of educators and researchers throughout the country, CAL is working to meet the challenge of educating minority youth. To improve the academic achievement of the increasing number of "at-risk" students, CAL staff conduct research, develop training materials and assessment tools, provide teacher training, and disseminate information.

In 1990, collaboratively with the Linguistic Minority Research Project of the University of California system, CAL was awarded a five-year cooperative agreement to operate the National Center for Research on Cultural Diversity and Second Language Learning. This center, which is funded by the Department of Education, is the only major federally-funded research center focused on language minority students. To address the needs of students whose first language is not English, CAL will coordinate the center's information exchanges with teachers, principals, superintendents, and policymakers. CAL will also conduct research on two-way immersion programs and the integration of language and culture in the social studies.

In order to help language minority students in math and science classes, CAL has developed teacher training materials and strategies that focus on the language required to master these subjects. With support from the Carnegie Corporation of New York, the Xerox Foundation and the Arco Foundation, CAL disseminates its work on the integration of language with math and science through a training guide which accompanies its video, Communicative Math and Science Teaching. In school districts with large numbers of limited English proficient students, the video, guide, and Pre-Algebra Lexicon are distributed through teacher training workshops.

In the Baltimore City Public Schools, CAL is conducting ethnographic and sociolinguistic research to identify instructional practices that have proven effective for African American special education students. CAL staff are working closely with researchers at the University of Maryland to identify the linguistic and behavioral characteristics of students during the referral and identification process, to promote effective instructional practices through staff development, and to evaluate teaching strategies as they are implemented throughout the schools.

Additionally, together with The George Washington University, CAL operates the National Clearinghouse for Bilingual Education (NCBE), which is the repository for over 17,000 documents dealing with the education of linguistically diverse students in the US public schools. CAL participates in all activities of the clearinghouse and takes particular responsibility for its publications and newsletter, Forum. Among NCBE publications in 1990 were Early Childhood Education: Meeting the Needs of Young Bilingual Children and Their Families and Helping Language Minority Students After They Exit From Bilingual/ESL Programs: A Handbook for Teachers.
CAL serves the literacy community.

THOUSANDS OF ADULTS NEED TO LEARN "BASIC SKILLS" — THE LITERACY, NUMERACY, AND
ENGLISH LANGUAGE SKILLS NECESSARY TO FUNCTION INDEPENDENTLY AND IMPROVE JOB
OPPORTUNITIES. IT IS ESTIMATED THAT MORE THAN 50% OF THE ADULTS IN THE US WHO
NEED LITERACY AND BASIC SKILLS TRAINING ARE LIMITED ENGLISH SPEAKERS.

TO PROVIDE INFORMATION AND SERVICES TO THOSE CONCERNED WITH LIMITED
ENGLISH PROFICIENT ADULTS AND OUT-OF-SCHOOL YOUTH, CAL WAS MANDATED BY
CONGRESS TO ESTABLISH THE NATIONAL CLEARINGHOUSE ON LITERACY EDUCATION
(NCLE). BY LINKING AN ACTIVE NETWORK OF OVER 500 LITERACY PROGRAMS
NATIONWIDE, NCLE IS ABLE TO COLLECT AND EVALUATE CURRICULA, PROGRAM DESCRIP­
TIONS, ASSESSMENT MATERIALS, AND TRAINING GUIDES. THIS INFORMATION IS INCLUDED
IN THE ERIC DATABASE SYSTEM, WHICH IS AVAILABLE THROUGHOUT THE UNITED STATES
AND IN MANY LOCATIONS AROUND THE WORLD.

IN 1990, COLLABORATIVELY WITH THE UNIVERSITY OF PENNSYLVANIA, CAL WAS
PART OF THE CONSORTIUM AWARDED A FIVE-YEAR COOPERATIVE AGREEMENT TO OPERATE
A NATIONAL (RESEARCH) CENTER FOR ADULT LITERACY. CAL IS RESPONSIBLE FOR A
NATIONWIDE SURVEY OF PROGRAMS TO IDENTIFY METHODS AND MATERIALS THAT BEST
DEVELOP THE LITERACY SKILLS OF LIMITED ENGLISH ADULTS. CAL RESEARCHERS WILL
ANALYZE ESL LITERACY AND NATIVE-LANGUAGE LITERACY PROGRAMS TO IDENTIFY AND PROMOTE SUCCESSFUL
MODELS OF INSTRUCTION.

IN TRYING TO MEET THE LITERACY NEEDS OF UNEMPLOYED WOMEN IN
A BALTIMORE HOUSING PROJECT, CAL UNDERTOOK OFFICE 2000, A RE­
SEARCH AND DEVELOPMENT PROJECT TO DETERMINE THE FEASIBILITY OF
REPURPOSING INTERACTIVE VIDEODISC COURSEWARE. CAL WORKED WITH
AN ESL VIDEODISC WHICH CONTAINED OFFICE SCENARIOS AND AUGMENTED
WORKPLACE LITERACY ACTIVITIES SUCH AS DEALING WITH INVOICES AND
PETTY CASH, UNDERSTANDING ORGANIZATIONAL CHARTS, AND TAKING TELE­
PHONE MESSAGES. THROUGH THIS PROJECT, CAL EXPLOR ED AND EVALU­
ATED STRATEGIES FOR MOTIVATING ADULTS TO IMPROVE THEIR JOB SKILLS.

CAL IS ALSO ADDRESSING THE LITERACY NEEDS OF ADULTS IN THE WORKPLACE.
FOLLOWING A SUCCESSFUL COLLABORATION WITH UAW/GM TO PRODUCE A LITERACY
VIDEODISC PROGRAM, SKILLS 2000, CAL HAS HELPED UAW/GM TO REFIN E A
COMPETENCY-BASED TRAINING SYSTEM FOR ALL TRAINING THAT TAKES PLACE IN GM
PLANTS. CAL DEVELOPED THE FOUNDATION SKILLS COMPETENCIES (CONTEXTUALIZED
READING, WRITING, MATH) AND ADVISED HUMAN RESOURCE CENTER STAFF ON COMPE­
TENCY-BASED LEARNING PROGRAM DESIGN. IN ADDITION, CAL DEVELOPED EVALU­
ATION CRITERIA FOR DIFFERENT TYPES OF TRAINING COURSES: OFF-THE-SHELF PACKAGES,
COMPUTER-BASED PACKAGES, AND VIDEO/AUDIO/TEXT COURSES. THE RESULTANT
DATABASE IS THE MOST COMPLETE COMPILATION AVAILABLE ON BASIC SKILLS TRAINING
FOR ADULT WORKERS.

IN ADDITION, CAL IS WORKING WITH THE UAW/GM HUMAN RESOURCE
CENTER TO SIMPLIFY WRITTEN MATERIALS USED IN THE PAID EDUCATIONAL LEAVE
(PEL) PROGRAM, WHICH INFORMS WORKERS ABOUT THE HISTORY, TRENDS, AND
PROBLEMS OF THE AUTO INDUSTRY. WORKING WITH LOCAL PEL STAFF, CAL IS
REVIEWING THE READABILITY LEVEL OF ARTICLES TAKEN FROM PROFESSIONAL JOURNALS IN
ECONOMICS, LABOR RELATIONS, AND ENGINEERING. CAL IS DEVELOPING CLEARER,
EASIER TO READ VERSIONS OF THE ARTICLES AND PROTOTYPE LITERACY EXERCISES. THUS,
THE PEL TRAINING MATERIALS MAY BE USED TO UPGRADE LITERACY SKILLS.
Success in the modern workplace depends increasingly on the ability to understand and communicate information in a clear, timely manner. For employees who have learned English as a second language, workplace communication is especially challenging. In order to help multicultural professionals improve their English skills, CAL now offers training programs that are tailored to include the language, activities, and culture of each workplace.

One of CAL’s most successful courses is Accent Reduction, a pronunciation course that addresses the needs of professionals whose career effectiveness depends on clear, confident speech. In the Washington metropolitan area, multicultural scientists, engineers, bankers, economists, and accountants have benefited from CAL’s intensive training. Participants have reported that they are receiving increased recognition and responsibility, and a number have successfully presented at conferences.

To help “front line” employees improve their communication skills, CAL staff have developed a program in close cooperation with managers and human resource developers. Responding to comments that include, “they can be difficult to understand” or “they lose confidence in times of stress,” CAL designed Communication Plus, a course which combines accent reduction with activities to improve functions such as giving information, making suggestions, and dealing with hostility. Through real-life scenarios, CAL has helped banks, hotels, and government agencies integrate language and cultural training to improve employee confidence and communication skills.

Increasingly, managers are requesting guidelines to help them work more effectively with multicultural employees. CAL’s seminar, Managing within a Culturally Diverse Workplace, uses case studies and group discussions to lead participants through three stages: (1) awareness of their own values and expectations (2) understanding of other cultural values and behaviors; and (3) application of techniques to improve communication across cultures. By anticipating differences and developing multicultural communication strategies, managers learn to motivate employees and create a more productive work environment.

Additional training courses offered by CAL include:

- Effective Writing
- Delivering Testimony
- Professional English
- Public Speaking

CAL also promotes clear communication by maintaining high quality translation services. CAL’s unique translation process has two stages: the document is translated to the target language; then it is translated back into English and an expert compares the two English versions. This process, known as back translation, enhances the reliability and accuracy of the translation because it eliminates ambiguities. The linguistic and cultural accuracy of this work reflects CAL’s total commitment to quality control.
As political interests shift and global interdependence increases, CAL is responding to the need for accurate communication by developing tests and materials that strengthen language and cross-cultural skills.

CAL is recognized as a major resource for the development of high quality, specialized language proficiency tests. Among the unique assessment tools designed by CAL are the simulated oral proficiency interviews in the less commonly taught languages, including Indonesian, Hausa, and Hebrew. These valid, reliable, semi-direct tests are tape recorded for later scoring.

More than 110 institutions administer CAL’s Chinese Proficiency Test (CPT) to intermediate and advanced students of Chinese. In response to requests for a similar test that will target a lower level learner, CAL is currently designing the Pre-Chinese Proficiency Test. With support from the US Department of Education, this form of the CPT is being developed with the assistance of experienced Chinese language teachers and well-known Chinese language specialists from across the nation.

CAL’s language specialists also develop textbooks in the less commonly taught languages. To provide practical supplements to Czech and Polish grammar textbooks, CAL is developing competency-based reading and listening courses. Designed to be appropriate for a variety of audiences, from university students to foreign service staff, the Czech and Polish textbooks will focus on themes such as transportation, food, housing, health, and government. CAL staff are drawing instructional material from newspapers, magazines and other authentic sources to prepare language learners for real in-country experiences.

With a grant from the US Department of Education, CAL is developing a Pashto text, workbook, and teacher’s manual. Building on CAL’s introductory materials, the intermediate Pashto text will focus on Pashtun culture and include information about Afghan tribes, traditions, and codes of behavior.

In order to help international students and professionals learn technical English, CAL is producing A Textbook in English for Science and Technology. This textbook, which is being developed with the support of the US Information Agency, will focus on the English language used in the fields of the environment, the life sciences and medicine, and various areas of technology.

In response to political and economic crises, CAL offers support for refugees from around the world. The Refugee Service Center (RSC), which CAL has operated since 1980, provides information about refugees and their resettlement needs through publications, workshops, and networking with service providers. In 1990, RSC added to its multilingual publications with Russian and Arabic language versions of a guide to resettlement to the US and a Russian-English phrasebook. RSC’s newsletter, In America, Perspectives on Refugee Resettlement, is published quarterly to provide current information on topics such as Amerasians, “gangs” in Indochinese communities, and refugee self-help groups. In addition, RSC is currently undertaking a study of the resettlement needs of Vietnamese refugees released from re-education camps.
To improve the quality of foreign language education in US schools, CAL supports the integration of language and content studies, wider use of authentic materials and multimedia instruction, and introduction of foreign language learning in the elementary schools. CAL’s language specialists disseminate information and provide technical assistance to support these innovations. In addition, CAL maintains the largest database of information on materials for the study of over 1,000 of the less commonly taught languages.

For over twenty years, CAL has operated the **ERIC Clearinghouse on Languages and Linguistics**. This clearinghouse provides a forum for researchers and practitioners to exchange ideas and share information in the fields of foreign language, cultural education, ESL, and bilingual education. Among the CAL services are information collection, reference and referral, outreach and technical assistance, and publications. The 1990 additions to the *Language in Education* series are *Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning* and *Language Aptitude Reconsidered*.

In 1990, collaboratively with Georgetown University, CAL was awarded a three-year grant to operate a **National Foreign Language Resource Center**—one of three newly-funded centers intended to strengthen research and practice in foreign language education. The center will develop proficiency tests, train teachers in testing and technology, and disseminate information on materials for learning the less commonly taught languages.

To support the teaching of foreign languages in the elementary schools, CAL houses the **National Network for Early Language Learning (NNELL)**, an association of teachers, supervisors, researchers, and state coordinators. NNELL publishes *FLES News*, organizes networking sessions at local, regional, and national conferences, and encourages public support for elementary language learning.

In order to certify the language skills of elementary and secondary school teachers in Texas, CAL has worked closely with the Texas Education Agency to develop oral proficiency interviews in French and Spanish. The **Texas Oral Proficiency Test (TOPT)** was designed in collaboration with classroom teachers, language specialists, and college faculty. The TOPT, which is tape-mediated, measures the job-related skills required for effective language teaching.

CAL staff are also working to enhance **university foreign language programs**. At Frostburg State University, for example, CAL is helping university faculty to integrate business and international studies themes and activities in the French, German, Russian, and Spanish foreign language curricula. In addition, CAL is making recommendations for appropriate tests to evaluate language proficiency and providing guidance on the use of technology in language instruction.
CAL regularly provides teacher training to improve the education of language minority, foreign language, and literacy students. By combining an understanding of teaching in a multicultural setting with successful approaches from a variety of disciplines, CAL is able to develop teacher training that provides models for integrating language, culture, and content objectives.

To improve the English and academic skills of language minority students, CAL encourages teachers from various disciplines to share successful strategies. With funding from the US Department of Education, CAL is working with elementary educators to integrate language and content instruction. In the Washington, DC metropolitan area, CAL brings ESL and regular classroom teachers together to explore materials and techniques that combine content objectives from subjects such as math or science with English language skills. With funding from the Carnegie Corporation of New York, CAL also works to improve the programs of middle and high school teachers who incorporate language objectives in their math and science instruction.

As the international importance of English continues to grow, the demand for qualified English language teachers has increased dramatically. Meeting in West Berlin to train language educators from East Germany, CAL staff provided one of the earliest professional development initiatives in Eastern Europe since the fall of the Berlin Wall. Throughout the English Enhancement Seminar, which was sponsored by the German Marshall Fund of the United States, CAL demonstrated communicative, "hands on" resources and strategies for improving English language skills, language teaching methodology, and understanding of American culture.

CAL also helps to develop training programs for foreign language teachers. In North Carolina, for example, a state mandate has been adopted which requires all elementary school children to be enrolled in a foreign language class by 1995. CAL is helping the state meet that challenge by establishing training for elementary foreign language teachers which combines the expertise of university faculty and experienced elementary foreign language teachers. Working collaboratively with these educators, CAL is developing curricula for training future elementary foreign language teachers. The State of Arizona, which has a similar state mandate, has also turned to CAL for assistance in providing a framework for a statewide teacher training program.

In addition to English and foreign language teacher training, CAL is working to improve training for literacy teachers. After contacts and visits with literacy programs in several states, the National Clearinghouse on Literacy Education (NCLE) has begun producing a video training program to demonstrate exemplary models of adult literacy instruction for limited English proficient adults. Funded by a grant from the Hewlett Foundation, this teacher training program will include print materials developed by CAL and a video produced with The Media Group.
CAL's network of educators, consultants, and community-based professionals represents a wide range of regional and disciplinary interests. By working with such diverse groups as legislators, journalists, social workers, managers, and labor representatives, CAL is strategically positioned to address public policy issues that affect national and regional growth and development.

At the national level, CAL is encouraged by legislative support for English and foreign language programs, but strongly opposed to the racial and political polarization that has accompanied efforts to mandate English as "official" language in the US. As an active supporter of English Plus, CAL holds that the strength and vitality of the United States lies in the diversity of our people and our constitutional commitment to equal protection under the law. English Plus is based on the conviction that the national interest can best be served when all persons of our society have full access to effective opportunities to acquire strong English language proficiency plus the mastery of a second or multiple languages. Through the English Plus Information Clearinghouse (EPIC), CAL helps to provide information and technical assistance in the debate on language policy.

Another issue of national concern is the use of standardized tests with culturally diverse populations. Different scoring patterns by various groups on the National Teachers Examination (NTE) are a matter of critical concern for the Educational Testing Service (ETS). In 1990, under a contract with ETS, CAL conducted a sociolinguistic study of Black and White test takers' performance on an experimental version of the NTE. The results of this investigation, which used an ethnographic, qualitative approach, demonstrate the complexities of separating social and linguistic influences on test scores. This cooperative venture between ETS and CAL highlights the importance of an interdisciplinary approach to solving issues related to the standardized "testing problem" in our society.

At the state level, CAL has been working on a pro-bono basis with the Florida State Department of Education to help clarify issues related to the 1990 Florida Consent Decree. The requirements of this decree include identification, testing, and proper placement of all students who were not born in the US and training for all teachers who come in contact with limited English proficient students. In response to this mandate, CAL has been collaborating with school districts and state universities to make available detailed curricula designed to fulfill the required training needs. CAL's work continues its traditional role of building networks among the state education departments, school districts, universities, and CAL.

As the percentage of language minority individuals in the US continues to grow, CAL is increasingly responding to community concerns regarding language rights, cultural norms, and strategies for improving communication across cultures. Whether working with national policy, state mandates, or local issues, CAL consistently provides information and strategies that support individual rights and enhance opportunities for individual growth.
The following individuals have contributed an honorarium from a speaking engagement to be placed in a special "Speak for CAL" Fund. With this support, CAL is able to address issues of language and public policy that demand immediate attention.

Professor Arthur S. Abramson  
*University of Connecticut*

Professor Paul Angelis  
*Southern Illinois University*

Professor Edward M. Anthony  
*University of Pittsburgh*

Professor John Baugh  
*Stanford University*

Professor H. Douglas Brown  
*San Francisco State University*

Professor Donald R. H. Byrd  
*Hunter College/Graduate Center, CUNY*

Professor Russell N. Campbell  
*University of California, Los Angeles*

Professor John B. Carroll  
*University of North Carolina*

Dr. Eduardo C. Cascallar  
*Educational Testing Service*

Professor Andrew D. Cohen  
*Hebrew University*

Mr. James Crawford  
*Washington, DC*

Professor James Cummins,  
*Director Heritage Language Resource Centre, Canada*

Professor Gary A. Cziko  
*University of Illinois*

Professor Rafael Diaz  
*Stanford University*

Dr. David Dolson  
*California State Department of Education*

Professor Richard Duran  
*University of California*

Professor Carole Edelsky  
*Arizona State University*

Professor Charles A. Ferguson  
*Stanford University*

Professor Charles J. Fillmore  
*University of California at Berkeley*

Professor Joshua A. Fishman  
*Yeshiva University*

Professor Bruce Fraser  
*Boston University*

Professor Barbara F. Freed  
*University of Pennsylvania*

Professor Robert C. Gardner  
*University of Western Ontario*

Professor Susan Gass  
*Michigan State University*

Professor Kenji Hakuta  
*Stanford University*

Professor Shirley Brice Heath  
*Stanford University*

Professor Mathilda Holzman  
*Tufts University*

Professor Stephen Krashen  
*University of Southern California*

Mr. Hernan LaFontaine  
*Hartford Board of Education*

Professor D. Terence Langendoen  
*The University of Arizona*

Professor Ilse Lehiste  
*Ohio State University*

Professor Winfred P. Lehmann  
*University of Texas*

Professor Mary McGroarty  
*Northern Arizona University*

Professor Barry McLaughlin  
*University of California*

Professor Joan Morley  
*The University of Michigan*

Dr. Sara E. Melendez  
*University of Bridgeport*

Dr. Geoffrey Nunberg  
*Xerox Palo Alto Research Center*

Professor John Oller  
*The University of New Mexico*

Professor Amado Padilla  
*Stanford University*

Professor Christina Bratt Paulston  
*University of Pittsburgh*

Dr. Charlene Rivera  
*Development Associates*

Professor Wilga M. Rivers  
*Harvard University, Emerita*

Mr. Peter Roos  
*Multicultural Education Training and Advocacy, Inc.*

Professor John Schumann  
*University of California, LA*

Professor Thomas Scovel  
*San Francisco State University*

Professor Catherine Snow  
*Harvard University*

Professor Merrill Swain  
*Modern Language Centre, Toronto*

Dr. Judith Stern Torres  
*New York City Schools*

Dr. Gloria Zamora  
*Santillana Publishing Company, Inc.*

Professor Arnold M. Zwicky  
*Ohio State University*
Endowment Fund for Development Activities
*Ford Foundation*

Production of Amharic Dictionary
*National Security Agency*

ERIC Clearinghouse on Languages and Linguistics
*U.S. Department of Education*

Chinese Language Study Abroad Programs Survey
*U.S. Department of Education*

Texas Test Development
*Texas Education Agency*

Chinese Proficiency Test
*U.S. Department of Education*

Materials for Reading Courses in Czech and Polish
*U.S. Department of Education*

Foreign Language Resource Center
*U.S. Department of Education*

Literacy Skill Development
*UAW/GM*

English for Science and Technology Textbook
*U.S. Information Agency*

Refugee Service Center
*U.S. Department of State*

Intermediate Pashto Materials Development
*U.S. Department of Education*

Software Evaluation and Dissemination Project
*IBM Corporation*

Integrating Language and Math/Science Instruction: A Training Program for Teachers of Elementary Language Minority Students
*U.S. Department of Education*

Interactive Writing to Develop the Literacy Skills of Deaf Children
*The Literacies Institute*

National Clearinghouse for Bilingual Education (NCBE)
*U.S. Department of Education*

Review of International Studies Program
*Frostburg State University*

Investigative Research on Sociolinguistic Dimensions of NTE
*Educational Testing Service*

Enhancing the Delivery of Services to Black Special Education Students from Non-Standard English Backgrounds
*U.S. Department of Education*

Communication Skills Training
*Ralph M. Parsons Co., Ft. Belvoir, Internal Revenue Service, General Accounting Office, Ramada Renaissance Hotel*

Improving Elementary School Foreign Language Teacher Education
*U.S. Department of Education*

Math and Science Language Skills for Precollege Youth
*Carnegie Corporation*

Improving Science Teaching to Language Minority Students
*Xerox Foundation*

National Clearinghouse on Literacy Education
*U.S. Department of Education*

Augmentation to Literacy Education Activities
*William & Flora Hewlett Foundation*

English Enhancement Seminar for East German Teachers of English
*German Marshall Fund of the United States*

Translation
*Ongoing*
BALANCE SHEET SEPTEMBER 30, 1990 AND 1989

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>1990</th>
<th>1989</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$507,276</td>
<td>$645,050</td>
</tr>
<tr>
<td>Operating</td>
<td>107,099</td>
<td>188,160</td>
</tr>
<tr>
<td>Refugee Service Center</td>
<td>159,002</td>
<td>182,496</td>
</tr>
<tr>
<td>Billed contracts &amp; grants</td>
<td>398,129</td>
<td>298,801</td>
</tr>
<tr>
<td>Unbilled contracts &amp; grants</td>
<td>16,485</td>
<td>9,682</td>
</tr>
<tr>
<td>Other</td>
<td>71,092</td>
<td>44,827</td>
</tr>
<tr>
<td>Prepaid expenses &amp; other deposits</td>
<td>71,092</td>
<td>44,827</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td>$1,259,083</td>
<td>$1,369,016</td>
</tr>
<tr>
<td><strong>NONCURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash - Temporary endowment fund</td>
<td>500,000</td>
<td>500,000</td>
</tr>
<tr>
<td>Furniture &amp; equipment, net of $216,472 and $218,554 accumulated depreciation</td>
<td>55,382</td>
<td>77,534</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>$1,814,465</td>
<td>$1,946,550</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES AND FUND BALANCE</th>
<th>1990</th>
<th>1989</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts in excess of revenues</td>
<td>$117,427</td>
<td>$196,587</td>
</tr>
<tr>
<td>Accounts payable and other expenses</td>
<td>147,343</td>
<td>81,031</td>
</tr>
<tr>
<td>Accrued annual leave</td>
<td>62,678</td>
<td>53,045</td>
</tr>
<tr>
<td>Accrued lease discounts</td>
<td>29,224</td>
<td>35,377</td>
</tr>
<tr>
<td>Payroll taxes withheld and other</td>
<td>46,078</td>
<td>45,461</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT LIABILITIES</strong></td>
<td>$402,750</td>
<td>$411,501</td>
</tr>
<tr>
<td>Long-term liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary endowment fund</td>
<td>500,000</td>
<td>500,000</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>$902,750</td>
<td>$911,501</td>
</tr>
<tr>
<td>Fund balance - unrestricted</td>
<td>911,715</td>
<td>1,035,049</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES &amp; FUND BALANCE</strong></td>
<td>$1,814,465</td>
<td>$1,946,550</td>
</tr>
</tbody>
</table>
**STATEMENT OF SUPPORT AND REVENUES, EXPENSES AND CHANGES IN FUND BALANCE FOR THE YEARS ENDED SEPTEMBER 30, 1990 AND 1989**

<table>
<thead>
<tr>
<th>SUPPORT &amp; REVENUES</th>
<th>1990</th>
<th>1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contracts and grants - restricted</td>
<td>$2,924,361</td>
<td>$3,470,331</td>
</tr>
<tr>
<td>Rental revenue from subleases</td>
<td>211,638</td>
<td>135,665</td>
</tr>
<tr>
<td>Investment income - Ford endowment</td>
<td>66,960</td>
<td>65,234</td>
</tr>
<tr>
<td>Other investment income</td>
<td>29,963</td>
<td>32,158</td>
</tr>
<tr>
<td>Test products</td>
<td>37,529</td>
<td>28,258</td>
</tr>
<tr>
<td>Sale of publications</td>
<td>12,887</td>
<td>15,597</td>
</tr>
<tr>
<td>Other</td>
<td>46,705</td>
<td>42,526</td>
</tr>
<tr>
<td><strong>TOTAL SUPPORT &amp; REVENUES</strong></td>
<td><strong>$3,330,043</strong></td>
<td><strong>$3,789,769</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts &amp; grants</td>
<td>3,082,792</td>
<td>3,283,630</td>
</tr>
<tr>
<td>Pass-thru &amp; project participant costs</td>
<td>317,249</td>
<td>233,874</td>
</tr>
<tr>
<td>Venture activities</td>
<td>53,336</td>
<td>114,206</td>
</tr>
<tr>
<td><strong>Total program costs</strong></td>
<td><strong>3,453,377</strong></td>
<td><strong>3,631,710</strong></td>
</tr>
<tr>
<td>Less: support costs</td>
<td>1,283,242</td>
<td>914,068</td>
</tr>
<tr>
<td>Program direct costs</td>
<td>2,170,135</td>
<td>2,717,642</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPORT COSTS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General administration</td>
<td>1,283,242</td>
<td>1,179,518</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$3,453,377</strong></td>
<td><strong>$3,897,160</strong></td>
</tr>
<tr>
<td>Excess (deficiency) of support &amp; revenues over expenses</td>
<td>(123,334)</td>
<td>(107,391)</td>
</tr>
<tr>
<td>Fund balance, beginning of year</td>
<td>1,035,049</td>
<td>1,142,440</td>
</tr>
<tr>
<td><strong>FUND BALANCE, END OF YEAR</strong></td>
<td><strong>$911,715</strong></td>
<td><strong>$1,035,049</strong></td>
</tr>
</tbody>
</table>

Audit Firm: Mr. Charles Bish, Bish & Haffey
ADMINISTRATION
AND STAFF

G. Richard Tucker
President of the Corporation
Donna Christian
Secretary of the Corporation and Co-Director, Research Division
JoAnn (Jodi) Crandall
Vice President of the Corporation and Director, International and Corporate Education Division
Allene G. Grognet
Vice President of the Corporation and Director, English Language Education and Technology Division
Alan R. Harrison
Treasurer of the Corporation
Mary Jo Larson
Development Coordinator
Barbara Robson
Director, Administrative Services
Ann Raybold
Personnel Manager
Charles W. Stansfield
Director, Foreign Language Education and Testing Division
Walt Wolfram
Co-Director, Research Division
Benjamin W. Boley
Legal Counsel
Shea & Gardner

Macel Bailey
Lisa Biggs
Brenda Bowman
Grace Burkart
Donna Christian
William Code
Paula Conru
JoAnn (Jodi) Crandall
Maryanne Kearney Datesman
Vernon Davis
Jennifer Detwyler
La Ditthavong
Maria Paz Dones
Elizabeth Frans
Doug Gilzow
Rosario Gingras
Allene Grognet
Yolanda Haro
Alan Harrison
Guadalupe Hernandez-Silva
Xixiang Jiang
Dora Johnson
John Karl
Ann Kennedy
Dorry Kenyon
Zeba Khadem
Frances Keenan
Julia Krause
Sonia Kundert
Mary Jo Larson
Vickie Lewelling
Sandra Lozano
Curtis Lynch
Kaprice Lynch
Cindy Mahner
Cynthia McMillian
Hintsena Murphy
Craig Packard
Vanessa Parker
Joy Peyton
Margo Pfleger
Antonio Pisig
Grazyna Privorotsky
Donald Ranard
Elizabeth Rangel
Ann Raybold
Jeanne Rennie

Nancy Rhodes
Barbara Robson
David Robson
Mary Lee Scott
Margaret Seufert-Bosco
Deborah Short
Levonne Shorter
Dan Singh
George Spanos
David Spener
Charles Stansfield
Whitney Stewart
Nini Solomon
G. Richard Tucker
Adriana Vaznaugh
Waldeomar Walczynski
Preston Wilds, Jr.
Karen Willetts
Joan Williams
Laurel Winston
Terry Wolfram
Walt Wolfram
CAL BOARD
OF TRUSTEES

Elinor G. Barber
Columbia University

Leo Bogart
Gannet Center for Media Studies

John Fought
The University of Pennsylvania

Melvin J. Fox
Ford Foundation, retired

Jean Berko Gleason
Boston University

Roger Golde
Management and Education Consultant, Massachusetts

Jack D. Gordon
Florida State Senate

Kenji Hakuta (Chair)
Stanford University

Chau T.M. Le
University of Notre Dame

Deborah McKinney Mott
Multilingual Solutions, Inc.

Joshua L. Smith
Baruch College, CUNY

G. Richard Tucker
Center for Applied Linguistics

J. Hillman Zahn
C & P Telephone Co., retired

Gloria Zamora
Santillana Publishing Co., Inc.

Frederick J. Newmeyer (ex-officio)
University of Washington