

VOLUME 4

ARTICLE 6

2021-05-28

The Long-Term Impact of a Summer Institute Course on Styles- and Strategies-Based Instruction

Andrew D. Cohen, Leif D. Anderson, Namitha Binu, Sai Tallapragada

College of Liberal Arts, adcohen@umn.edu
University of Minnesota

Recommended Citation: Cohen, A.D., Anderson, L.D., Binu, N., and Tallapragada, S. (2021). "The Long-Term Impact of a Summer Institute Course on Styles- and Strategies-Based Instruction." *Journal of Opinions, Ideas & Essays*. Vol. 4, Article 6.

The *Journal of Opinions, Ideas & Essays (JOIE)* is published by the University of Minnesota Retirees Association (UMRA). Authors retain ownership of their articles.

Submissions will be accepted from any member of the University of Minnesota community. Access will be free and open to all by visiting <https://hdl.handle.net/11299/148010>



**UNIVERSITY
OF MINNESOTA**
Driven to Discover™

Introduction

Over the course of a lifetime, language educators are bound to take numerous summer courses intended to improve the quality of their professional work. How often is research conducted on the impact that these courses have on the course participants' professional efforts over the ensuing years? This article reports on a study undertaken in order to explore the possible effects of such a course, namely one that deals with learning style preferences and strategies of language learners, on the participants' careers going forward. The course being focused on was a pioneering effort to encourage participants to consider not just strategies for the teaching of languages, but also strategies that language learners might use to enhance their learning. In addition, the course showcased the learners' sensory, cognitive, and personality-related style preferences, which influenced language learning outcomes. The results of the study are deemed of particular relevance to those who offer such summer courses, as well as to those who are seeking courses to take which may have the greatest payoff on their professional development. Whereas the study focuses on a single type of summer course, the intent of this article is to have readers consider its relevance to their own areas of interest and expertise.

Having students report their learning strategies was a topic of research in the 1960s and 1970s that did not include the field of language learning (see McCombs, 2017). Its application to the learning of a target language¹ originated with Rubin (1975), and constituted revolutionary thinking at the time since the focus had often been on teachers and teaching. The first cohesive method for teaching learner strategies began in 1986 with the Cognitive Academic Language Learning Approach (CALLA) (see Chamot & O'Malley, 1994). The provision of strategy instruction as part of the language teaching curriculum became increasingly popular with language educators over time (see Oxford, 1990; Nyikos, 1991). Oxford (2011a) provided a helpful timeline of early developments in the field.

In 1996, a strategy instruction course was initiated at the University of Minnesota's Center for Advanced Research on Language Acquisition (CARLA) (see Cohen, Weaver, & Li, 1996; Cohen & Weaver, 1998).² Its focus was exclusively on language learner strategies initially, but with the participation of Rebecca Oxford as an instructor in the early 2000s, the course added the learning style preference dimension, given her expertise in this field, and hence was referred to as a course in Styles- and Strategies-Based Instruction (SSBI).

It is inspiring to see that the interest in strategy instruction to enhance target learner development has continued over many years. As if to underscore the reality that strategy instruction continues to be of concern to language educators, papers inspired by three meetings focusing on strategy instruction have appeared within the last several years (Oxford & Amerstorfer, 2018; Chamot & Harris, 2019; Gavriilidou & Mititis, 2021). These volumes have outlined challenges language teachers have encountered and, specifically, the obstacles that they have faced when engaged in

¹ This paper is using the term *target language* to represent the learning and use of both a *second* language, where learners have regular exposure to the language beyond the classroom, and a *foreign* language, where they do not have this regular exposure. The reality is more complex in that there may be a continuum from regular exposure to limited or no exposure.

² The strategy instruction teachers' guide developed at CARLA (see Instrumentation, below) drew on the work of Chamot with CALLA, that of Oxford (see, especially, Oxford, 2011b), as well as on empirical work reported in Cohen (1990).

efforts to enhance learners' strategy repertoire. In these various volumes, one can find descriptions of strategy instruction sessions in pre-service courses, in-service workshops, and short courses.

Acknowledgements

We gratefully acknowledge the timely and insightful feedback received from Martha Nyikos and Rebecca Oxford. I would also like to acknowledge Karin Larson for alerting me to the availability of the Professional Development Grants for Retirees, since it was her suggestion which led to the funding of this study.

Research Design

The Genesis of This Research Project

When Cohen attended the Third Conference on Situating Strategy Use held in Osaka, Japan, in October 2019, he heard two keynote addresses on strategy instruction – one by Luke Plonsky (N. Arizona U.) reporting on a meta-analysis of strategy instruction that yielded encouraging results (Plonsky, 2019) and one by Peter Gu (Victoria U., NZ) making a plea for further research in this area (Gu, 2019). These keynote sessions prompted Cohen to consider investigating the impact of the CARLA strategy instruction course that had been ongoing for many years at the University of Minnesota. While still at the conference, he emailed Martha Nyikos (who was the instructor of that summer institute course for many years) and found that the course had been discontinued in 2017. This news prompted Cohen to apply for and obtain a Professional Development Grant for Retirees (PDGR) to investigate the long-term impact of the CARLA SSBI course on the subsequent careers of the participants. The grant, sponsored by the University of Minnesota Retirees Association (UMRA), stipulated recruitment of undergraduates as research assistants, resulting in the hiring of Anderson, Binu, and Tallapragada. The volunteer consultants for the project were the two colleagues who, aside from being major contributors to the growing literature on strategy instruction, had also served for many years as instructors for the SSBI course, Rebecca Oxford (Professor Emerita, University of Maryland) and Martha Nyikos (Professor of Education, Indiana University).

While the main goal of the study was to investigate the impact of the course from 1996 to 2017, an ulterior motive for taking on this effort was to determine whether there was sufficient evidence to justify reinstating the course at CARLA.

Research Questions

1. How can respondents to a long-term course-impact survey be characterized with regard to
 - a. how recently they had participated in the course,
 - b. the type of language program in which they were involved,

- c. the language proficiency level of students that they taught,
- d. the language being taught,
- e. the effect of how recently they had participated in the course on their survey response behavior?

2. In what ways did participation in the Styles- and Strategies-Based Instruction (SSBI) CARLA Summer Institute course impact the participants' subsequent careers?

Demographics of Survey Respondents

The summer institute course on enhancing language learner strategies was initiated as CARLA's first summer course. During the 22 years that it was offered (1996 to 2017), 553 teachers, researchers, and administrators from all over the world participated in it. The course participants represented language educators from universities, public and private schools, as well as language educators working with the FBI, the CIA, and the Defense Foreign Language Institute. Those who were teachers were involved in the teaching of both more-commonly and less-commonly-taught languages. What united them was a concern for enhancing the strategies used by target language learners.

Out of the 553 people who took the course, the 242 that CARLA still had contact with were invited to participate in the study, and 29 (12%) agreed to do so, all of whom were based in the US. Of these, five ultimately participated in a follow-up interview (out of 9 who initially agreed). As pointed out in the Limitations section later in this article, the respondents represented a small group of self-selected volunteers – hence, most likely those for whom the course had a lasting impact. Still, the purpose of the study was to explore the nature of this impact, thus justifying the investigation.

The participants fell into four time periods – before 2000, 2000-2006, 2007-2013, and 2014-2017 (Figure 1). While the role most frequently indicated was that of language teacher, participants also reported being in the role of teacher educator and researcher, as well as in other roles (Figure 2). Note that several participants assumed different roles during their careers as language educators. The language teachers represented the following different levels: elementary, middle school, high school, and college (Figure 3). While the majority of participants represented instructors in foreign language classes, six reported teaching English as a second language – five in immersion programs (i.e., the teacher only uses English with students who do not know the language)³ and one in a partial immersion program (i.e., the teacher uses the immersion approach for part of the day and the regular curriculum for the other part) (see Figure 4). While the respondents reported teaching various languages, the most commonly reported was Spanish (Figure 5). Please note that survey respondents did not necessarily respond to all questions, as reflected in the graphs.

³ An immersion program is one in which the language serves as a vehicle for teaching the content subjects. In classic immersion programs, whereas the teachers are fluent speakers of the learners' native language, they only speak the target language in earshot of these learners.

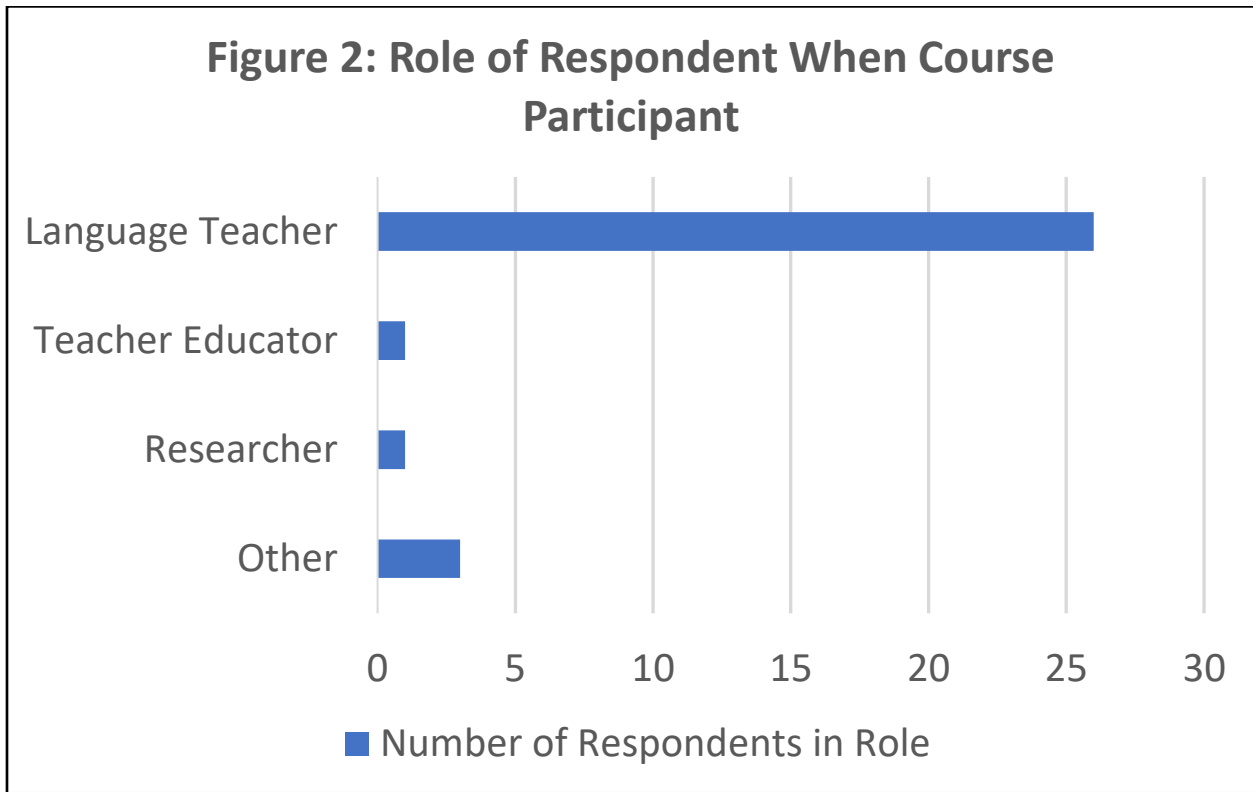
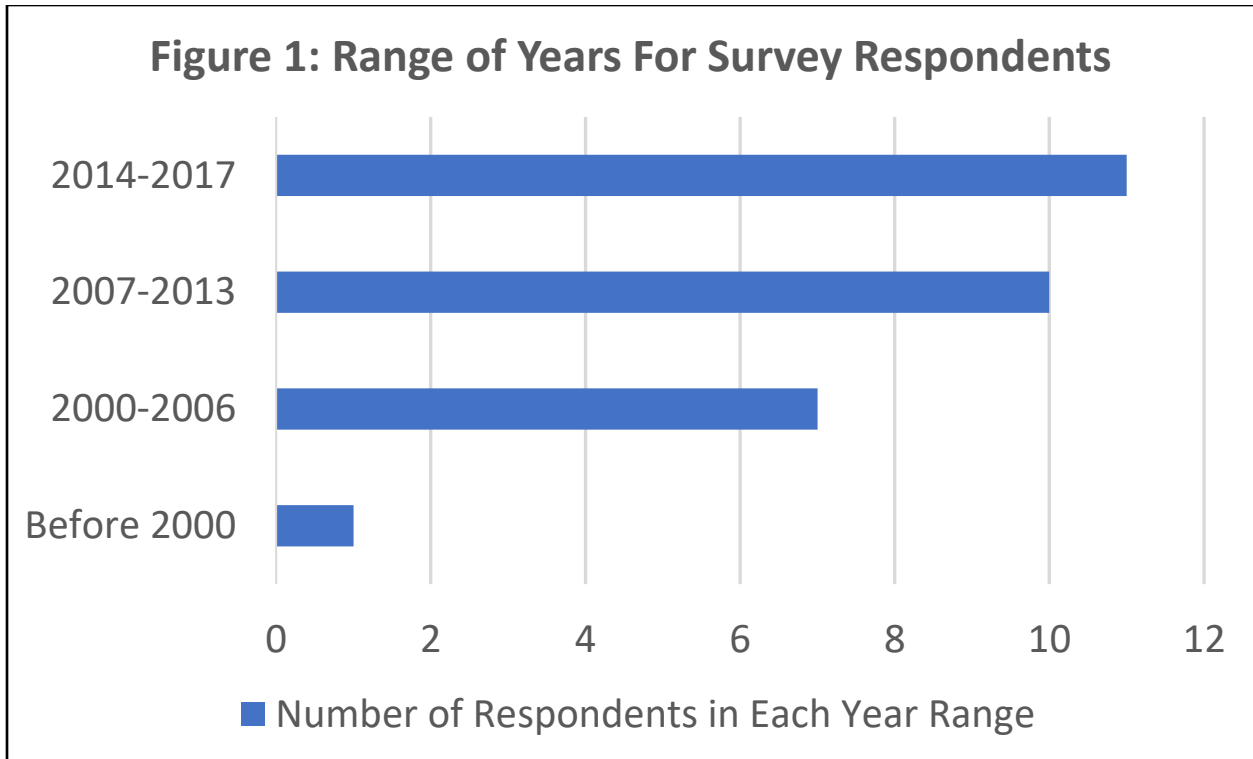


Figure 3: Teacher Respondents' Instructional Level

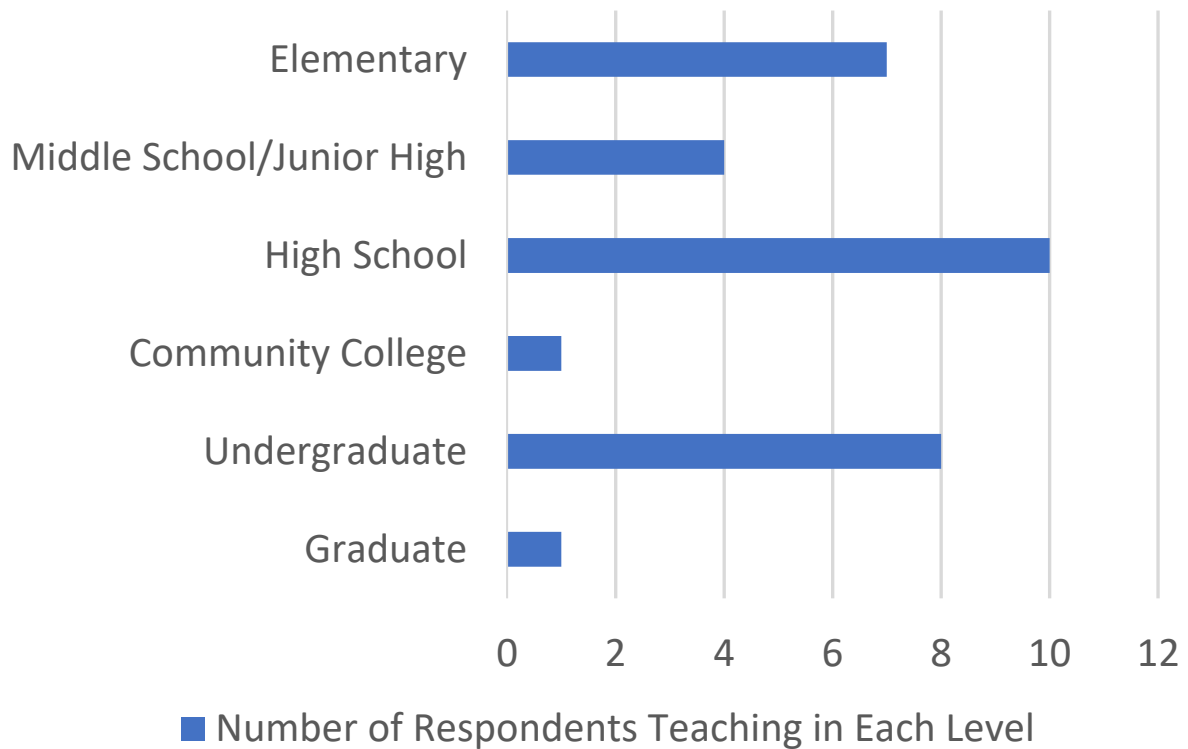
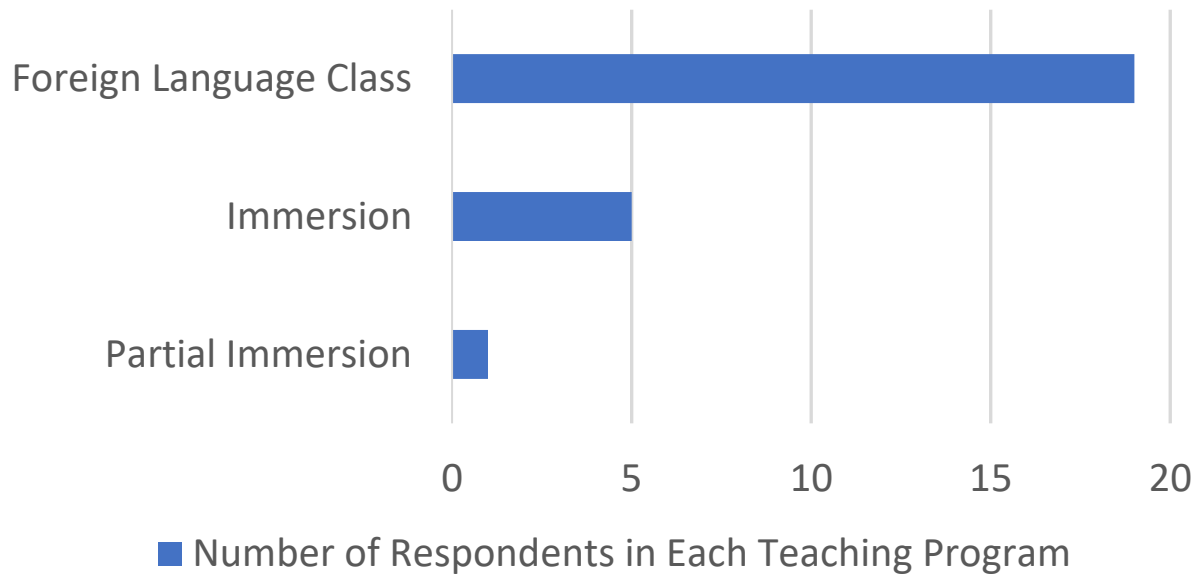
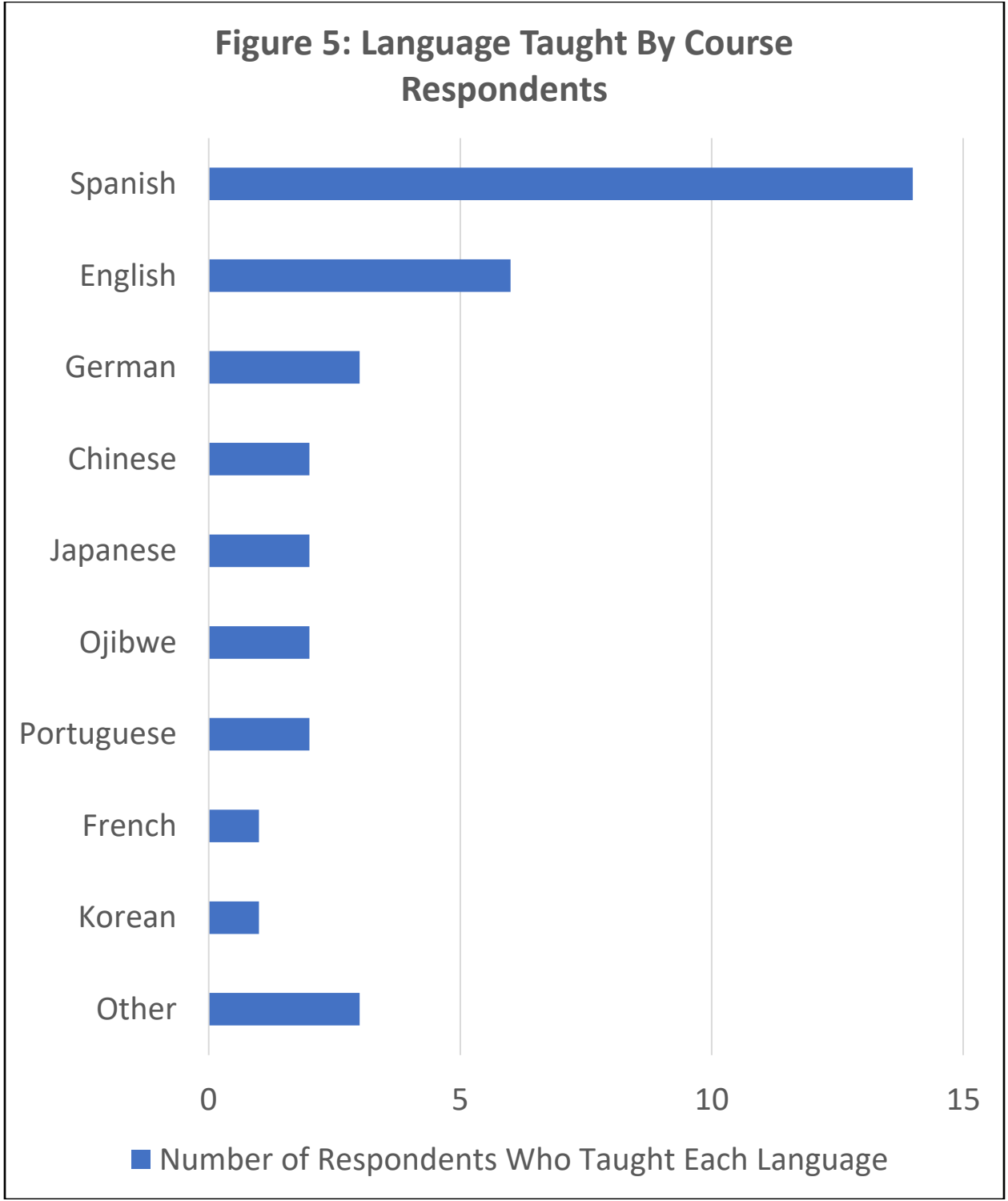


Figure 4: Programs in which Respondents Taught





Instrumentation

While the course initially focused only on language learner strategies, with the advent of Rebecca Oxford as an instructor in the early 2000s, the course came to accentuate the

relationship between learning styles on the one hand, and language learning and language use strategies on the other. These two areas were given considerable prominence in the SSBI summer course book (see Cohen & Weaver, 2006) and were assessed during the course by the two instruments described below. All participants completed the two measures, both in their role as teachers and also so that they would have a better sense of what their students would be responding to.

The Learning Style Survey

This self-scoring measurement of learning style preferences included not only sensory style preferences, but cognitive and personality-related preference areas as well:

Sensory style preferences: e.g., some students learn visually, some learn through sound, others learn better through hands-on activities.

Cognitive style preferences: e.g., some students are more concrete-sequential, others more random-intuitive; some more global and others more detail-oriented.

Personality-related style preferences: e.g., some are more extroverted and others more introverted.

Language Strategy Use Survey

The institute course opted for a skill-oriented approach to language strategies – in the areas of listening, vocabulary, speaking, reading, writing, and translation. The focus was both on strategies for learning a language and on strategies for demonstrating their language skills when called upon to perform classroom and real-world tasks. The skill-oriented approach was selected so as to make the survey user-friendly for students, as well as easy for teachers to relate to.

SSBI Impact Survey Questionnaire

Using Qualtrics software, an impact survey questionnaire was constructed consisting of 30 items. The survey was piloted on five former course participants, who were asked both to respond to the survey questions and to make comments about them, especially if they identified any ambiguities. Nyikos and Oxford also provided feedback on the questionnaire. The following are two sample questions:

"Looking back, what do you remember using from the course? Please highlight several activities that influenced your role as a language instructor, a teacher educator, and/or an administrator."

"If you have been a language instructor, to what extent do you think sharing your knowledge of SSBI influenced your students' awareness of learning styles and their language strategy use?"

The SSBI Impact Survey Questionnaire contained links to key materials in the SSBI course in order to help jog the memory of the respondents. The manual for the course was a revised version (2006) of Cohen and Weaver's *Styles and Strategies-Based Instruction: A Teachers' Guide*, containing the two principal surveys that the participants were asked to complete as part of the course (the *Learning Style Survey* and the *Language Strategy Use Survey* described above).

Follow-Up Interview

The follow-up interview was constructed for the nine respondents who initially agreed to participate, with both general questions for all respondents, as well as items intended to have individuals expand on their questionnaire responses. The following is a sample question aimed at all interview respondents:

Are you able to identify certain strategy areas that you supported your students with as a consequence of the SSBI course: for example, in the areas of listening, speaking, reading, writing, grammar, vocabulary, or pragmatics strategies?

Data Collection Procedures

The CARLA office sent out the request to former course participants inviting them to respond to the survey questionnaire. Gift cards for \$25 were offered to participants, which increased the initially limited response level. Responses were recorded using Qualtrics software. Perhaps due in part to the pandemic, from the initial nine there were five who ultimately agreed to participate in follow-up interviews – four of them video-recorded and one conducted by telephone with audio-recording. An additional \$25 gift card was given to every participant who completed the follow-up interview.

Data Analysis Procedures

Qualtrics provided basic statistical analysis, including demographics for the sample in the form of histograms. Content analysis of the open-ended questions for the main survey entailed identifying comments related to a series of themes. In addition, a content analysis was performed on the interview transcripts, and quotes from the interviewees were selected for inclusion in the Results section below to further illustrate the themes that emerged from the data.

Results

Research Question 1: The Characteristics of the Respondents and the Effect of How Recently They Had Participated in the Course

Respondents were found to represent the full range of time intervals during which the course was offered. As can be seen from Figure 1, there was a relatively even spread among participants across the time intervals: one respondent took it before 2000, seven respondents took it between 2000-2006, ten between 2007 and 2013, and eleven between 2014 and 2017. In addition, the

respondents overwhelmingly represented language teachers (Figure 2), teaching a range of different levels from kindergarten through graduate school (Figure 3). While most respondents were teachers in foreign language classes, six of them were teaching English in immersion programs (Figure 4). It was, in fact, the immersion teachers who noted that the course greatly impacted how they taught because styles and strategies could support their students who had to learn content subjects through a target language. The language taught by the largest group of respondents was Spanish, followed by English (Figure 5).

A key finding was that those who responded fully to the questionnaire demonstrated in their responses that impactful elements of the course endured regardless of how recently they had participated in the course. Nonetheless, it was observed that participants with the shorter gap between their taking the course and their responding to the questionnaire seemed to produce more detailed responses.

Research Question 2: Impact of SSBI Course on Participants' Careers

Learning Style Preferences & Language Learner Strategies

The course accentuated the relationship between learning styles on the one hand, and language learning and use strategies on the other. With regard to the ways in which participation in the SSBI course impacted the participants' subsequent careers, a content analysis of all survey responses found that one major topic was the role of learning style preferences and language learner strategies, both for language learners and for the teachers as well. In fact, numerous participants emphasized a key takeaway to be focusing on their own learners' style preferences and strategy choices and how this affected their interactions with their students. One interviewee even reported that having students complete the *Language Strategy Use Survey* had become a regular facet of language courses at his university:

I started [using the instruments] a long time ago, probably about the time that I took the course, but the Department itself now has evolved to use an online version of [the *Language Strategy Use Survey*] for all of our courses for students. I know in Spanish, I think they have it in a few other languages too, where one of the things we do during the second week of the course is go into the language lab and have them do a survey where they figure out exactly where they are.

Learning Style Preferences

The respondents reported that as a result of participating in the institute course, they gave much attention to the importance of assessing learners' style preferences when designing the curriculum for the classroom. For one thing, the learning style survey had the power of suggesting style preferences that were not currently being used by their students but that could be beneficial to them. As one respondent put it:

“I like to expose students to different styles -- styles which are different from what they are used to or what they might think is easy in general.”

Participants also saw the benefits of assessing learning style preferences at all grade levels, as indicated in this quote from the follow-up interview:

“I would say [checking for learning style preference is] absolutely relevant no matter the grade. In every situation, I had to use multiple styles and expose students to multiple styles.”

Moreover, they saw that students in their language classes benefited from being treated as individuals and consequently avoided treating them according to a herd mentality or with a one-size-fits-all approach. Here is a relevant quote from an interview:

“Recreating the survey from the SSBI course for my [German] students helped the students identify how they would best study the language.”

Insights about the style survey also included that of thinking twice before engaging in extensive lecturing with older learners, given inevitable differences in the students’ learning styles. Furthermore, the style survey included the practice of varying the teaching methods according to the proficiency levels of the students in the target language.

In addition, by completing the *Learning Style Survey*, teachers reported becoming aware of similarities and differences between their own style preferences and those of their students (see Oxford, 1999, regarding potential conflicts in styles between teachers and learners). Respondents also reported how the course helped them to see the ways in which learners benefited from an enhanced sense of their learning style preferences when engaging in instructional tasks. Here is a quote from one of the interviewees:

“...[since] most language is spoken...people have to learn to somehow use that pathway to learn. That's how I use the *Learning Style Survey*. I ask everyone about it: “Was there anything new that you learned about yourself or something that you recognized that's going to have a big impact on your [learning]?” ...I have them reflect on that.”

Some course participants reported designing surveys (several with the assistance of Prof. Cohen) which were administered to their classes over the years in order to get an idea as to the distribution of learning style preferences.

Language Learner Strategies

It was also found that the assessment of language learner strategies had an enduring impact on participants. During the follow-up interviews, it was possible to obtain details from the respondents as to the skill areas for which the gaining of insights from their students was most beneficial for them as teachers. Especially in the case of skills such as reading, teachers may know little about the actual reading strategies that their students are using in order to operationalize the skill since many of these strategies are not observable. The teachers learned from the course the value of asking students to describe the strategies that they in fact were using.

Another advantage of the *Language Strategy Use Survey* was that its items could be applied to the learning of almost any language, as pointed out by one of the interviewees:

“...styles-and-strategies-based instruction is more what we kind of have to do because in our class we've got people who are studying an African language, [those] who are studying Korean, people who are studying [other languages],and we're trying to give them strategies and ways to approach it that would help for any language.”

Impact on Other Areas of Language Education

Modifications in Other Teaching Strategies

Participants reported that participation in the course led them to modify their teaching strategies relating to numerous areas beyond learning style preferences and learner strategies. An interviewee noted, for example, that she felt validated every time she observed that her approaches to teaching were in line with the empirically-based activities of the course. Consequently, she felt encouraged to try other approaches as well. As she put it:

“I was reinforced that the things that we were already doing in my class with my students were good and they were based on good research. It was good to have specific things that I could point to.”

Some respondents noted that the course provided them a useful analytical framework within which to place the teaching activities. For example, the respondents emphasized the need to make transparent to the learners, through a comprehensible metalanguage (words or symbols for talking about language itself), what their aims and strategies were in presenting the material or engaging in certain classroom activities. This approach could avoid second-guessing on the part of learners whose style preferences included wanting to know what was happening at a given moment in the class session and why.

In addition, a significant takeaway for teachers was to ensure that students were given the freedom both to choose among various possible activities and also to determine how they would engage in the selected tasks, given differences in their style preferences and strategy choices.

Moreover, respondents indicated that as an outgrowth of activities in which they participated experientially during the SSBI course, they introduced new activities in their own language classrooms, such as pair work (e.g., collaborative writing and paired sharing), role-playing, improvisation, and skill-focused activities. The latter provided them greater appreciation of, say, the role of skimming and scanning in reading a text. In this case, since they themselves participated in an activity involving the use of these skills, participants had an opportunity to see that a variety of different strategies can be deployed both in scanning for specific information and in skimming the text in general. One of the early SSBI course participants mentioned in his interview that he still remembered an activity which underscored the importance of context in understanding word meanings:

“So what I found is that by having the students contextualize [words], mainly by writing, sometimes writing dialogues, sometimes asking each other questions, you model the different uses. I think that was something that I believe came out of the course and I've used it for other situations too, in Spanish.”

The course manual (Cohen & Weaver, 2006) was seen to be valuable in other ways as well. For example, the section on individual attitudes and personalities was cited as especially helpful. It was also deemed useful in the manual-specific sample lesson plans and ideas for final projects, especially in cases where participants wish to conduct their own SSBI courses based on the one in which they had participated.

Interactive Nature of the Course

The experiential nature of the SSBI course had a major impact on the participants who were engaged in numerous activities involving both observation and discussion. Their active involvement created valuable experiences for the participants and their peers in the course. Having the participants themselves engage in numerous interactive activities was seen to open their eyes to the benefits of having their students also engage in interactive language tasks, particularly when learning disfavored material such as grammar. Here is a quote from a participant regarding their use in his language classroom for this purpose:

“[Engaging learners in] interactive activities that involved repetition but didn't feel repetitive was a big takeaway from this course in how to help students interact with [unfamiliar] content.”

For instance, participants saw the value of incorporating learning games to promote interactive learning environments, and also to incorporate more of the cultural context of their language of instruction into their activities. Course activities, such as those involving listening, led participants to become more aware of their sensory preferences and to recognize that, especially for students with an auditory preference, noises in the environment could disrupt their learning experience. According to an interviewee, the interactive tasks in which participants shared their learning style preferences served as an important motivator to having them engage in style shifting beyond their comfort zone – such as by taking risks when they tended not to be risk takers:

“...[during the course] seeing the different styles or the different ways that other people approach problems kind of encourages you to take risks.”

Diffusion of Knowledge: A Trickle-Down Structure

Those respondents who served in administrative roles reported that they were able to use the knowledge gained from the course to enhance their language departments, as seen in the above quote by an interviewee whose example led his Spanish department to eventually incorporate the use of the language strategy survey with its students. In addition, respondents who were instructors at the university level passed on their knowledge gained from the SSBI course to

fellow professors, graduate students, and language instructors. Not surprisingly, teachers who taught multiple levels were able to disseminate their new insights about language instruction more broadly, thus having a greater impact on language instruction at their home institutions. One respondent, for example, said the following:

“...we discuss styles and strategies that can help [students] to develop from the point that they're at. So, it's something that we've integrated into the program. We found from [debriefings from students] at the end of the semester...it helped them learn strategies that they'll be able to use into the future, even sometimes with other classes aside from their language classes. So, we found this to be really, really useful.”

Discussion

Summary of Findings

The SSBI course appears to have had some enduring impact on those who responded to the survey questionnaire – namely, a self-selected subgroup of course participants who were still in contact with CARLA. Another finding was that course impact depended more on how much participants engaged with the course than on how recently they had taken it. It appeared that, thanks to the experiential nature of the SSBI course activities in which survey respondents have participated, their responses highlighted the advantages gained from interactive learning environments. In addition, they appreciated the provision of terminology to describe instructional goals in a metalanguage that students could readily understand.

It was found that gaining familiarity with both the style preference and language strategy instruments and learners' style preferences was particularly effective. Not only did respondents report learning more about themselves by completing the measures included in the course, but many also reported that it proved beneficial to administer the instruments to their learners over the years to gain a better idea whom they were teaching and how these learners were relating to the instruction.

Moreover, respondents reported acquiring new teaching strategies as a result of the course, such as ways to incorporate the cultural context more effectively into their teaching and to engage in specific language use activities such as improvisation. Participants who identified themselves as administrators reported bringing knowledge from the course back to their home institutions and being able to instruct teachers on how to implement SSBI activities and insights.

Limitations

With the investigation focusing on the impact of the SSBI course on the participants' subsequent careers, the great unknown was just how much information was going to be gleaned from the participants. We realized that obtaining impact information would depend on the former course participants' ability to identify the aspects of the course that they had taken away from it – in some cases, over two decades prior to participating in the study. In addition, the 29 participants in this study represented a subgroup of course participants who volunteered to provide information. The respondents' self-selection could have skewed the data in favor of those who

had positive things to say about the course. Another limitation was selective attrition in that another 10 individuals began to fill out the survey questionnaire but gave up when they felt that they could not provide answers to the more detailed questions. In addition, since the survey responses represented only 12% of that larger group (29 out of 242), the data did not include input from the majority of the course attendees.

Whereas how long ago they had taken the course did not dissuade some respondents from the early years from participating, it clearly had some effect on the robustness of the responses. In addition, while the survey questionnaire and the follow-up interviews referred to the course as a single entity, the reality was that the SSBI course was taught by four different instructors over the years. So, in principle, this could mean that there were shifts over the years in what was emphasized in the course and how it was done.

Since the rigorous course evaluations that all participants filled out immediately after completing the course were anonymous, it was not possible to compare those reactions with participants' recollections a number of years later. A final limitation was that the study involved only self-reported teacher benefits from the course rather than observation of the teachers actually involved in language instruction.

Finally, participants who had had a more positive or impactful experience were the most likely to respond to the survey. Consequently, there was a response bias built into the design of the study which may have resulted in data reflecting either neutral or more positive responses to the various queries.

Interpretations

Despite the limitations, the study yielded numerous insights as to what aspects of the course had an enduring impact on participants. For one thing, the number of intervening years since the course was taken may not be an overriding factor when course elements are effective enough to help shape behavior over an entire career. Since the course gave considerable attention to the learning style and language strategy measures, it is reassuring to know that their impact was reportedly long-lived. It was encouraging to find out that course participants reported transferring insights from this course to instruction in other areas of study beyond language instruction.

Pedagogical Implications

There appear to be genuine benefits from having learners complete style preference and language strategy surveys at the start of a language course as well as later on. Ideally, students will become more aware of the relationship between their preferred approaches to language tasks and the strategies they select to complete the tasks, whether they be language *learning* tasks or tasks focused on *performance* of what they have learned.

The reported instructional use of activities influenced by the SSBI course with learners from kindergarten through college and in different types of programs underscores the point that these

materials lend themselves to a variety of different language learning and use contexts. Another pedagogical implication is that the creation of an interactive learning environment motivates participants more than if they are just spectators. In addition, language teachers appreciate being afforded a model of how to use metalanguage to explain teaching activities to their learners.

Finally, the study demonstrated that if participants are engaged in interactive learning involving pair work and group work, then the takeaway may well be significant and long-lasting. This is due to the repeated opportunities in such a course to observe how their peers complete the various tasks and activities (given their differing learning style preferences and strategy repertoire).

Suggestions for Future Research

While the study yielded a fair number of insights based on the enduring elements of the SSBI course, future research could look for ways to obtain a more complete picture. For example, the impact of summer institute and other types of short courses could be assessed incrementally – immediately after the course (as is usually the case), within a year of completing the course in order to determine short-term benefits, as well as on a more long-term basis, as in this case. It would also be beneficial to replicate this study with more participants.

Moreover, it would be beneficial to collect data from language students in the courses taught by participants since this study was conducted exclusively from the viewpoint of the instructors. Data collected from language students could provide insights as to how effectively their language teachers incorporated activities and knowledge from the SSBI course into their classroom instruction. It would appear that this study may serve to encourage other researchers to track the long-term impact of other summer institute courses, whether focused on language or on other areas of the curriculum.

Conclusions

Carrying out this study involved challenges, especially as it was undertaken during the worldwide pandemic. For example, it is likely that unprecedented facts on the ground dissuaded potential respondents from taking part in the study. It also meant that the research team had to adjust the scheduling of meetings and the accomplishment of various tasks according to circumstances. Hence, rather than proceeding according to preconceived notions about how such an investigation needed to be conducted, we planned each step of the way as flexibly as possible. We also learned that piloting the research instruments was crucial in order to ensure that the questions being asked would resonate with the respondents.

We are pleased that the study yielded the results that it did. The positive findings from this study would suggest that CARLA might wish to reinstate this course in its future summer offerings. In addition, the findings of this study will ideally motivate other Language Resource Centers in the US offering summer institute courses to conduct their own longitudinal studies on the impact of their summer offerings on the participants' subsequent careers.

References

- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.
- Chamot, A. U., & Harris, V. (Eds.) (2019). *Learning strategy instruction in the language classroom: Issues and implementation*. Bristol, UK: Multilingual Matters.
- Cohen, A. D. (1990). *Language learning: Insights for learners, teachers, and researchers*. New York: Newbury House/Harper and Row.
- Cohen, A. D., Anderson, L., Binu, N., & Tallapragada, S. (2020). *The SSBI Impact Survey Questionnaire*. Constructed for use in the current study.
- Cohen, A. D., Oxford, R. L., & Chi, J. C. (2002). *Learning Style Survey: Assessing your learning styles*. Adapted from Oxford (1995), Ehrman & Leaver (1997, 2003). In Cohen and Weaver (2006), pp. 15–21. <https://sites.google.com/a/umn.edu/andrewdcohen/documents/2002-Cohen%2COxford%2C%26ChiLearningStyleSurvey.pdf?attredirects=0>
- Cohen, A. D., Oxford, R. L., & Chi, J. C. (2002). *Language Strategy Use Survey*. In Cohen and Weaver (2006), pp. 68–74. <https://sites.google.com/a/umn.edu/andrewdcohen/documents/2002-Cohen%2COxford%2C%26ChiLanguageStrategyUseSurvey.pdf?attredirects=0>
- Cohen, A. D., Weaver, S. J., & Li, T-Y. (1996). *The impact of strategies-based instruction on speaking a foreign language*. CARLA Working Paper Series #4. Minneapolis: Center for Advanced Research on Language Acquisition, University of Minnesota. <https://carla.umn.edu/strategies/resources/SBIimpact.pdf> (accessed 5 April 2021).
- Cohen, A. D., & Weaver, S. J. (1998). Strategies-based instruction for second language learners. In W. A. Renandya & G. M. Jacobs (Eds.), *Learners and language learning* (pp. 1–25). Anthology Series 39. Singapore: SEAMEO Regional Language Centre.
- Cohen, A. D., & Weaver, S. J. (2006). *Styles and strategies-based instruction: A teachers' guide*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota. (Re-issued by the Foreign Language Teaching & Research Press, Beijing, China, with a forward in Chinese for distribution just within the PRC, April, 2006.)
- Gavriilidou, Z., & Mitits, L. (Eds.) (2021). *Situating Language Learning Strategy Use: Present Issues and Future Trends*. Bristol, UK: Multilingual Matters.
- Gu, P. Y. (2019). *Dynamic assessment, strategy instruction and learner empowerment*. Keynote address at the Third Conference on Situated Strategy Use, 13-15 October, 2019, Osaka, Japan.
- McCombs, B. L. (2017). Historical review of learning strategies research: Strategies for the whole learner—A tribute to Claire Ellen Weinstein and early researchers of this topic. *Frontiers in Education*, 2(6), 1–21. doi: 10.3389/educ.2017.00006.
- Nyikos, M. (1991). Prioritizing student learning: A guide for teachers. In L. A. Strasheim (Ed.), *Focus on the foreign language learner: Priorities and strategies* (pp. 25–39). Lincolnwood, IL: National Textbook Co.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. NY: Newbury House/Harper & Row.
- Oxford, R. L. (1999). "Style wars" as a source of anxiety in language classrooms. In D. J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (pp. 216–237). Boston: McGraw-Hill College.
- Oxford, R. L. (2011a). *Teaching and researching language learning strategies* (1st ed.). Harlow, UK: Pearson Longman.

- Oxford, R. L. (2011b). Strategies for learning a second or foreign language. Research timeline. *Language Teaching*, 44(2), 167–180.
- Oxford, R. L., & Amerstorfer, C. (Eds.) (2018). *Situating strategy use*. London: Bloomsbury.
- Plonsky, L. (2019). *Second-language strategy instruction: Where do we go from here?* Keynote address at the 3rd Conference on Situated Strategy Use, 13-15 October, 2019, Osaka, Japan.
- Rubin, J. (1975). What the 'good language learner' can teach us. *TESOL Quarterly*, 9(1), 41–51.