

*Celebrating 20 years of improving the
nation's capacity to teach and learn
foreign languages effectively*



20
years

CARLA

Center for Advanced
Research on Language
Acquisition

UNIVERSITY OF MINNESOTA

AN OVERVIEW OF CARLA

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota is one of the U.S. Department of Education's select group of 15 Title VI Language Resource Centers whose role is to improve the nation's capacity to teach and learn foreign languages effectively. Launched in 1993, CARLA's research and action initiatives have centered on several key areas:

- Articulation of second language instruction
- Assessment of second language learning
- Content-based language teaching
- Culture and language learning
- Immersion education and research
- Language teacher education
- Learner language tools for teachers
- Less commonly taught languages
- Maximizing learning in study abroad
- Pragmatics and speech acts
- Strategies for language learning
- Technology and second language learning

CARLA conducts research and action initiatives on a number of critical topics and broadly shares its research-based knowledge and tools by sponsoring an annual series of summer institutes for language educators, engaging in workshops and conferences, and publishing its work through a working paper series and other international outlets. CARLA also maintains an extensive website with many practical (and mostly free) educational resources that are actively used by teachers around the country.



Congratulations to CARLA on 20 years of improving language teaching and learning in our state, our nation, and around the world. In our increasingly interconnected world, it is more important than ever that we develop globally competent students who have the skills, knowledge, and perspectives to understand the world and work effectively to improve it. This includes the integration of language proficiency and cultural understanding—a core research area that CARLA has championed and supported. On this historic 20th anniversary, the impact of CARLA's work is reflected in language teachers and students around the world. I am so proud that this outstanding research center calls the University of Minnesota its home.

— President Eric W. Kaler, University of Minnesota



Thomas Friedman's book *The World Is Flat* famously made the point that the U.S. must educate its citizens in new ways to deal with growing forces of globalization in the 21st century. Increasingly it seems Americans are competitively disadvantaged by our own monolingualism, as more and more people around the globe speak English *and* at least one other language. This is the context in which the Center for Advanced Research on Language Acquisition (CARLA) pursues its mission to improve the quality of language learning and teaching in the United States.

CARLA began 20 years ago as a collaborative gleam in the eyes of some visionary University of Minnesota faculty. Working together across the College of Liberal Arts (CLA), the College of Education and Human Development (CEHD), and the Graduate School, they established CARLA in 1993 under the umbrella of the Institute of International Studies (now the Global Programs and Strategy Alliance) to house two major federal grants. One was a foundational Title VI national Language Resource Center (LRC) grant to support a coordinated program of research, training, development, and dissemination to improve the nation's capacity for language learning and teaching, and the other was a shorter-term but important education grant to support articulated foreign language instruction in the state.

CARLA THEN—A skeletal staff was hired, and space was found in a broom closet (which flooded from time to time) in the basement of an old building on campus. In time, CARLA found a more appropriate home, built an active network of dedicated faculty/instructors, and filled out the staff, several of whom are still with the center. In the early days, CARLA offered no summer institutes, nor did it have much of a web presence, but it was full of great ideas and enthusiasm!

CARLA NOW—CARLA is currently one of 15 national LRCs. In partnership with CLA and CEHD faculty, students, and staff, it has become a national leader in second language education. During the past year alone, CARLA has:

- offered its 18th annual intensive summer institute program integrating theory and practice for language educators
- hosted a constantly growing website with well over a million visitors annually
- organized a major international conference on language immersion education with 684 participants from 38 states, DC, and 18 countries
- offered its first completely online course on how to teach critical languages online
- conducted research on proficiency orientation in LCTL programs, French writing development during study abroad, and pronunciation difficulties of learners of Persian
- awarded its 25th CARLA Fellowship to a top graduate student in second language studies

Over the last 20 years, CARLA could not have accomplished all of this and more without the support of colleagues and friends from the University of Minnesota, the state of Minnesota, and beyond. Thank you for supporting CARLA in its mission to improve the nation's capacity to teach and learn foreign languages and cultures effectively. With your support, CARLA will continue this work well into the "flat world" of the 21st century.

Elaine Tarone, Director



To improve America’s competitiveness in a more globalized 21st century, it is critical for our educational institutions to improve the quality of foreign language teaching and learning for all students across all grade levels K-16 and beyond—straight through postsecondary undergraduate and graduate education. That is the aim of virtually all of CARLA’s initiatives and projects, which are widely shared with all who can benefit from its work. In its 20-year campaign to revitalize K-16 language education, CARLA has particularly emphasized content-based instruction and language immersion models, which develop second-language skills for academic and professional purposes, targeting higher levels of proficiency.

IMMERSION—A top priority since CARLA’s inception has been to support K-12 language immersion education through ongoing research and the development of a sustainable national network of immersion educators dedicated to exchanging information, research findings, and resources. CARLA founded the **American Council on Immersion Education (ACIE)** and now provides free online access to the archives of the ACIE newsletter, which it published from 1997-2011. *The Bridge* section of the newsletter provides a wealth of research support for immersion educators. CARLA’s immersion

project hosted a series of four international conferences for researchers and teachers of foreign language, dual language, and indigenous immersion programs. Conference proceedings are disseminated via print publication, and conference videos are available on CARLA’s website.

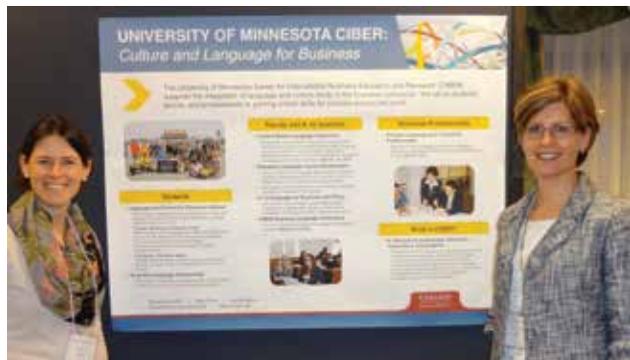


CARLA worked with the Minnesota Mandarin Immersion Collaborative to create a model interdisciplinary unit designed to connect learning across multiple subjects, including Chinese Language Arts, Science and Engineering, and Social Studies and Culture learning. The Designing Model Membranes unit is freely available on the CARLA website for Mandarin immersion programs to use and adapt as necessary.

Improving K-16 language teaching and learning

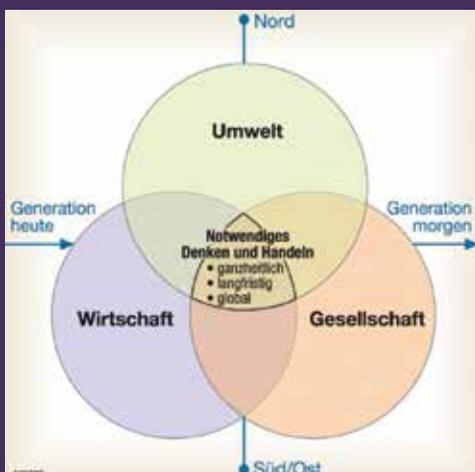
CONTENT-BASED INSTRUCTION—CARLA’s **CoBaLTT (Content-Based Language Teaching with Technology) project** used LRC funding (1999-2006) to support an ambitious program providing year-long intensive professional development for world language and immersion teachers on content-based instruction (CBI) and the use of technology to support CBI in the classroom. Successive cohorts of teachers used instructional modules and unit templates to develop content-based units and lesson plans in several languages and grade levels with the guidance of CARLA’s language teacher educators. The modules, templates, and lesson plans are now freely disseminated on the CoBaLTT website at: carla.umn.edu/cobalitt/modules/

An important part of the content-based initiative at CARLA has focused on expanding this kind of instruction into college and university levels. To this end, during its last cycle of LRC funding, CARLA met with a group of faculty in the College of Liberal Arts interested in integrating environmental sustainability content into advanced instruction in German, French, and Spanish, and helped support the development of the **Green German** resource project (see below).



University of Minnesota’s Title VI CIBER presents at the 2012 CLAC conference

CARLA also joined higher education faculty across the nation as a member of the **Cultures and Languages Across the Curriculum Consortium (CLAC)**, hosting its largest ever annual conference in 2012.



How do you say “sustainability” in German? Students participating in the Green German curriculum know that it’s *Nachhaltigkeit*. Sustainability is just one of fifteen free curricular modules developed by the Green German Project—a collaboration of U of M College of Liberal Arts faculty and CARLA—to provide resources on sustainability and environmental topics for intermediate-advanced German language classes. Other topics include Renewable Energy, Recycling Practices, and Global Perspectives.



CARLA's partnership with the state of Minnesota is longstanding. In fact, CARLA was first established in 1993 as part of an interdisciplinary initiative with the Minnesota Department of Education to engage teachers and faculty in secondary and postsecondary institutions throughout the state to articulate foreign language instruction in French, German, and Spanish.



To support this initiative, collaborative funding was secured from the Fund for the Improvement of Postsecondary Education and from the National Endowment for the Humanities. The resulting **Minnesota Articulation Project** collaboratively established proficiency benchmarks to be used by all Minnesota secondary and postsecondary foreign language programs; created and validated language proficiency assessments for French, German, and Spanish to measure students' achievements of those benchmarks; and created proficiency-oriented curricular materials to enable students to achieve those benchmarks. This visionary project provided a firm foundation of mutual cooperation between CARLA, the University of Minnesota language departments, the Minnesota Department of Education, and language teaching professionals throughout Minnesota that has resulted in a number of subsequent partnerships including co-sponsorship of events at state professional conferences, summer institutes, and professional development workshops.

Since the statewide enterprise of the Minnesota Articulation Project ended, CARLA has continued to partner with the Minnesota Department of Education, school districts, and others.

The **Proficiency-Oriented Language Instruction and Assessment (POLIA) Train-the-Trainer program**, supported by the Eisenhower Professional Development Program, continued the work of the Minnesota Articulation Project. Fifty Minnesota teacher trainers delivered workshops to more than 700 language teachers across Minnesota and in other states around the country. The **Critical Languages Articulation Project** was done in partnership with the Minneapolis Public Schools to produce curriculum frameworks for K-12 Japanese and Russian language instruction. This partnership gave rise to a more recent **Foreign Language Assistant Program** initiative to support the professional development of teachers of Chinese and Arabic.

Thank you for supporting language learning and teaching for so many years. I benefitted from your work as an undergraduate student at the University of Minnesota and now learn and improve as an immersion teacher through the resources that you offer. We are fortunate to have you in Minnesota!

— Becky Dystra, Minnetonka Public Schools

Partnering throughout the State

From 2003 to 2007, the Minnesota Department of Education supported a CARLA staff member to work as Minnesota's part-time **World Language Coordinator**, allowing CARLA to directly support the Minnesota educational community. A close association has continued to this day. Most recently, CARLA has launched a statewide professional development initiative in collaboration with the **Minnesota Department of Education**, the **Minnesota Council on the Teaching of Languages and Cultures**, and **Concordia Language Villages** that promises to provide increasing opportunities for language teachers throughout the state and region.

Where would language teaching and learning be without CARLA's work? CARLA has been the "go to" resource for language teachers not only in Minnesota but nationwide for the last 20 years.

The quality of CARLA's professional development, research, and materials for teachers of all languages has impacted how teachers think about their practices and enabled them to implement changes for better learning. — Ursula Lentz, Minnesota Department of Education

CARLA's **Virtual Assessment Center (VAC)** is a gold mine of information for teachers who want to develop proficiency-based second language assessments for their classrooms. This series of web-based learning modules provides background information, step-by-step guidance, and many practical resources for teachers on the go. Since it first went live online in 2002, the VAC has been actively used as a virtual "textbook" by language teacher educators in methods classes as well as by language teachers for their own professional development; it had over 193,000 page views and 47,478 downloads last year!

The VAC includes a growing set of Integrated Performance Assessments for many languages and levels, such as a unit on families for an Ojibwe language immersion classroom and one on racial diversity for a high school French class.



CARLA will soon release an update to the online VAC that includes loads of new activities and a set of videos that provide real-world guidance on creating and using integrated performance assessments.



Top quality professional development for second language teachers is at the heart of CARLA's work. CARLA supports a wide array of face-to-face and other interpersonal options, while also making much of its material available on the web for self-study or for language teacher education programs.

The format of CARLA's professional education has taken many shapes throughout the past 20 years of programming:

- In-depth **cohort programs** to provide sustained professional development over the course of a year or more
- Intensive week-long **summer institute programs** for language educators, offering high-quality development opportunities since 1996
- **Workshops and presentations** on a range of topics to give teachers shorter, more focused options to gain new information and skills
- **International conferences** on language teacher education, immersion education, culture and languages across the curriculum, and language assessment, to engage scholars and teachers alike in relevant research and best practices



Worldwide Reach



More than 14,000 teachers have participated in CARLA programs and events—94 percent of these from the U.S. and 6 percent from other countries.

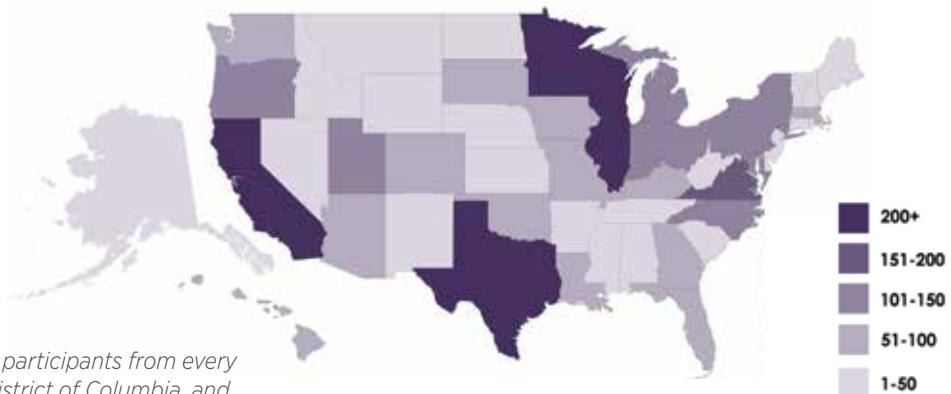
Developing quality language teachers

Professional Development Participants 1993-2013



I can't even begin to count the number of people that have been impacted by the outreach of the CARLA institutes, the LTE conferences, the brown-bag presentations, and research and teaching collaboration that has occurred over the last 20 years. I know that the attendees of these events have come away with a renewed sense of their ability to teach language learners.

— Karen Lybeck, Minnesota State University-Mankato



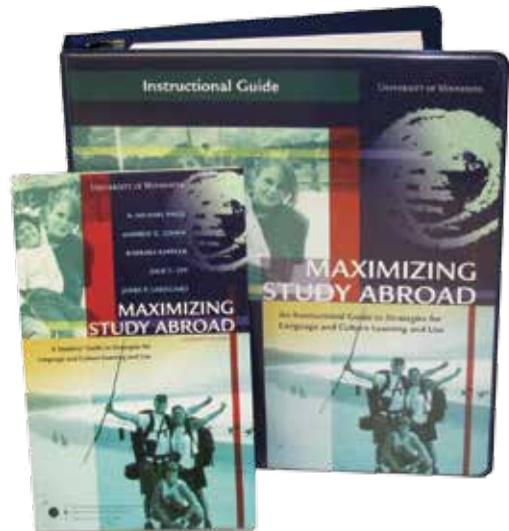
CARLA has had participants from every state plus the District of Columbia, and 67 countries, from Argentina to Vietnam.



Building on its early research and teacher resource development on language and culture learning strategies, CARLA used Language Resource Center funds to create *Maximizing Study Abroad*—a set of user-friendly materials to support students’ language and culture learning in study abroad. CARLA hosted a number of workshops and summer institutes for language teachers and study abroad professionals that presented strategies-based techniques to help students while studying abroad.

To study the effectiveness of these materials, the project leaders received a U.S. Department of Education Title VI International Research and Studies grant (2002-2005) to conduct three related studies that investigated the use and impact of the *Maximizing Study Abroad* guidebook series for students, study abroad program professionals, and language instructors. The results of the research are available in a detailed report at: www.carla.umn.edu/maxsa/documents/MAXSAResearchReport.pdf

Based on the extensive feedback gleaned through the research study, a core team of *Maximizing Study Abroad* authors revised the *Students’ Guide* to include more language-learning materials, additional student voices, and new activities, and merged the guides designed for language teachers and study abroad program professionals into one comprehensive *Instructional Guide*. These guidebooks are used extensively across the country—more than 32,000 copies have been distributed to programs and individuals since publication first began, and more than 43,500 copies of free materials from the guides were downloaded from the CARLA website in one year alone!



The California State University system gives a copy of *Maximizing Study Abroad* to all of its students participating in longer-term study abroad programs.

And the work on study abroad continues—CARLA’s staff have just completed a collaborative research project initiated by University of Minnesota study abroad staff that involved language faculty and graduate students in designing and carrying out a multifaceted research study to learn more about the impact of study abroad on French students’ writing proficiency. The results of this innovative study are being reported in professional conferences during the coming year, and have been submitted for publication in nationally refereed professional journals.

Enhancing language and culture in study abroad

Successful study abroad doesn't just happen. It requires careful preparation, on-site follow-up, and ongoing critical reflection. 'Maximizing Study Abroad' can be used as an independent resource by students or by teachers as part of a language and/or culture course. It helps students understand what study abroad is about—understanding the other 'from the inside'—and provides them with the tools and strategies to maximize their experience.



Guidebook authors Andrew D. Cohen, Barbara Kappler, and R. Michael Paige

— Wendy Allen, Professor of French, St. Olaf College

CARLA “Best Sellers”

Maximizing Study Abroad is just one of many publications produced and distributed by CARLA over the last 20 years. CARLA's most popular titles include:

Publication	Sales <i>cumulative</i>	Online Access <i>one year</i>
<i>Maximizing Study Abroad</i> (all guides)	32,296	
— Online materials		43,553
<i>Struggling Learners and Language Immersion Education</i>	1,917	
— Online materials		2,635
<i>Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers</i>	1,471	
— Online units and lessons		89,276
<i>Developing Classroom Materials for Less Commonly Taught Languages</i>	850	
— Online videos of developing LCTL materials		2,986
<i>Styles-and Strategies-Based Instruction: A Teachers' Guide</i>	700	
— Online materials		4,113
<i>Proceedings of the Language Teacher Education Conferences (1999, 2003, 2005, 2007, 2009, 2011)</i>	272	
— Online proceedings		5,083



Over the last 20 years, CARLA has contributed to the preparation of future language professionals in diverse ways, such as offering regular workshops and summer institutes to supplement their graduate coursework. One major contribution for select students has been CARLA's hiring of graduate assistants from both the College of Education and Human Development and the College of Liberal Arts.

Working with faculty and language-teaching professionals to meet funded project goals, **Graduate Assistants** have played a central role at CARLA, simultaneously contributing to project outcomes and developing their skills as language professionals. Many past graduate assistants are now our colleagues at diverse institutions across the nation.

Since 1996, CARLA has offered annual **CARLA Fellowships** to recognize and support the outstanding contributions of University of Minnesota graduate students in the area of second language learning and/or teaching, and to engage them in the exciting work at CARLA. To date, 25 CARLA Fellows have been selected to receive support for professional presentations of their scholarship both on campus and in professional conferences. CARLA Fellows have gone on to enrich the field of education in myriad ways with their expertise in language and culture teaching and learning.

CARLA Fellows: Where are they now?

Fellows have come from the College of Liberal Arts and the College of Education and Human Development in majors such as linguistics, Hispanic linguistics, second languages and cultures education, and second language studies.

2012-2013

Angela George

Kennesaw State University, Georgia

2011-2012

Angela Pinilla-Herrera

Georgia Southern University

2010-2011

Sachiko Horii

Osaka University, Japan

2009-2010

Giang Thù Pham

U Massachusetts, Amherst

2008-2009

Mandy Menke

Grand Valley State University, Michigan

2007-2008

Pam Wesely

University of Iowa

2006-2007

Karla Stone

Educator Development & Research Center, U of M

2005-2006

Laurent Cammarata

University of Alberta

2004-2005

Anne Dahlman

Minnesota State University, Mankato

2003-2004

Lisa McCowen

Trinity School at River Ridge, Minnesota

Preparing the next generation of language professionals



CARLA was instrumental to my professional development as a graduate student and continues to provide valuable resources for language educators around the country. I will always be grateful for the resources provided as well as the support and resources entrusted to me during my graduate work.

I continually point my colleagues and students in CARLA's direction for excellent, research-based resources on immersion education and second language pragmatics.

— Julie M. Sykes, Ph.D.

CARLA Graduate Assistant, 2005-06
Director, Center for Applied Second Language Studies (CASLS)
Faculty, Romance Languages, University of Oregon

2002-2003

Karen Jorgensen
University of Kansas

Paul Magnuson
Leysin American School, Switzerland

2001-2002

Mike Anderson
Minnesota English Language Program
University of Minnesota

Jenny Yi-chun Kuo
National Chiayi University

2000-2001

J. Cesar Felix-Brasdefer
Indiana University

Tara Fortune
CARLA, University of Minnesota

1999-2000

Patsy Vinogradov
Hamline University, Minnesota

Bonnie Swierzbin

Hamline University, Minnesota

1998-1999

Karin Goettsch
Cargill, University of Minnesota, Hamline University

Francine Klein

University of Wisconsin, La Crosse

John Skinner

Self Employed

1997-1998

Andreas Schramm
Hamline University, Minnesota

Nima Salehi

School of Nursing, University of Minnesota

1996-1997

Karen Lybeck
Minnesota State University, Mankato

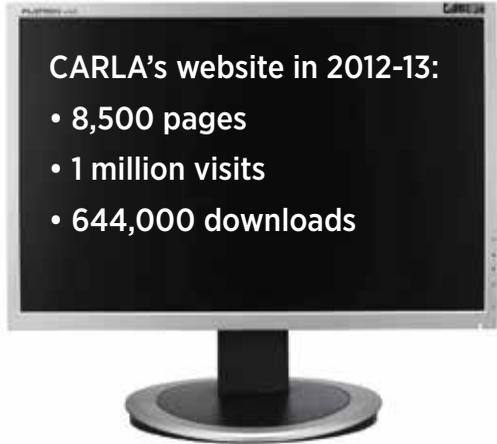
Patricia Mougel

French and Italian, University of Minnesota



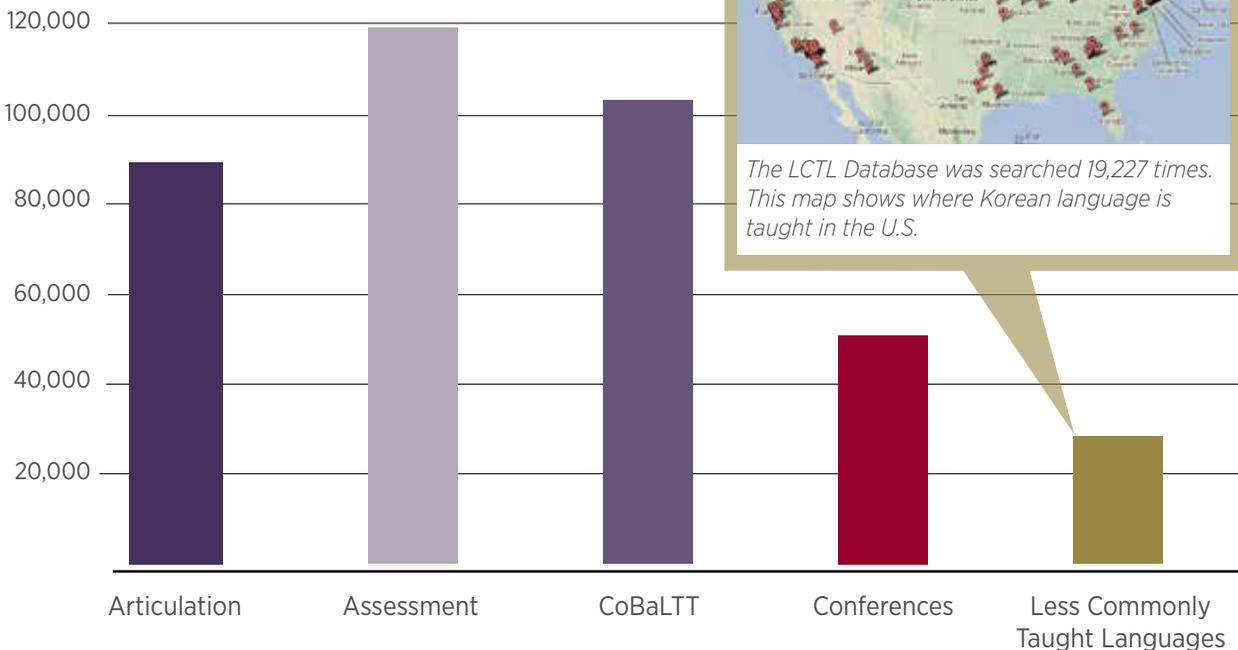
CARLA offers a wealth of free online resources for language teachers on topics ranging from assessment of language proficiency to maximizing language and culture learning during study abroad. This virtual treasure trove has more than 8,500 pages of materials and is heavily used—last year the site garnered over 1 million visits and over 644,000 documents were downloaded from the website.

carla.umn.edu



CARLA Website Top Downloads

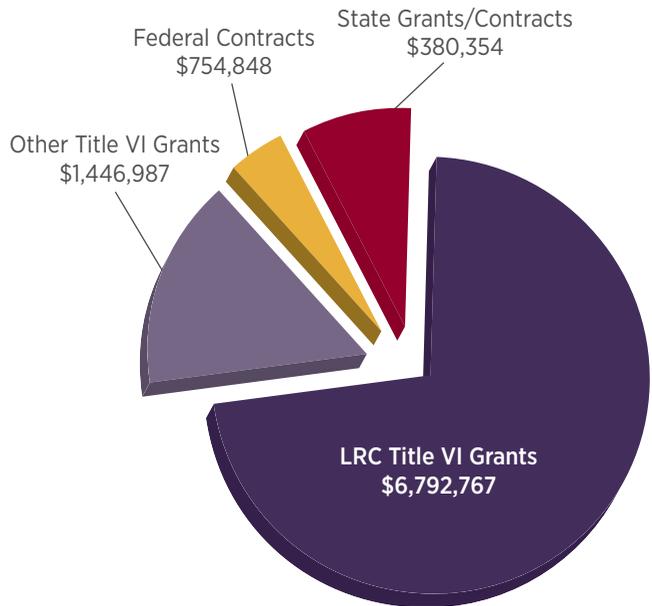
One-year statistics from CARLA's 2012 report to the U.S. Department of Education



Sharing our resources with the world

External Funding

CARLA has received more than \$9.3 million in grant awards since it began in 1993. The Center is completing its sixth cycle of Title VI Language Resource Center (LRC) funding that provides the financial foundation for its work, bringing a total of nearly \$6.8 million to the University of Minnesota. CARLA has also been awarded more than \$2.5 million from other federal, state, and school sources.



Language Immersion Education in Minnesota
From Joe Pollock Films

The "Language Immersion Education in Minnesota" video has been viewed more than 1,800 times since posted in April 2013.



Immersion



Maximizing Study Abroad



Strategies



Working Papers

Make a Gift

During this anniversary celebration, it is fitting to acknowledge the contributions of CARLA's three directors over the last 20 years: Professor Emeritus Dale Lange, Professor Ray Wakefield, and Professor Elaine Tarone. In addition, Professor Emeritus Andrew Cohen

served as the director of the Language Resource Center grant that is a cornerstone for CARLA. In honor of CARLA's 20th anniversary, these individuals have agreed to launch the **CARLA Directors' Initiative** to provide resources for the CARLA Fellows Program, which highlights the scholarship of top graduate students in second language studies and provides them with funds to present their research at national conferences (see pp. 10-11).

We invite you to make a gift to support CARLA in its mission to improve the nation's capacity to teach and learn foreign languages and cultures effectively. For more information on making a gift, go to:

carla.umn.edu/about/donate.html

CARLA

Center for Advanced
Research on Language
Acquisition

UNIVERSITY OF MINNESOTA

carla@umn.edu • carla.umn.edu

20
years

