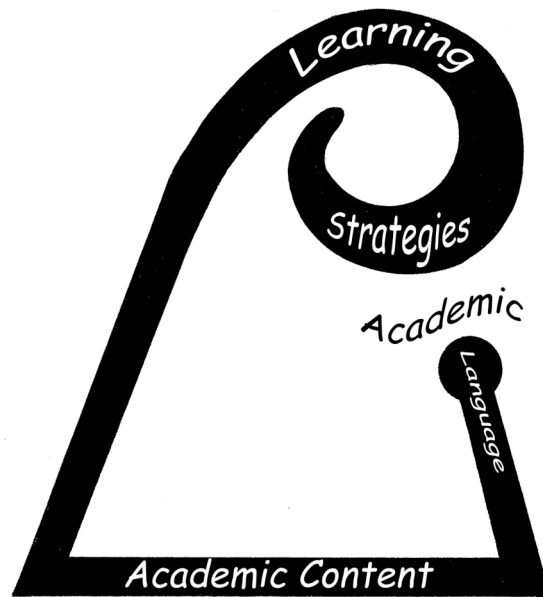# The CALLA Model: Strategies for ELL Student Success

Workshop for Allentown City School District

Presented by

Anna Uhl Chamot, Ph.D.
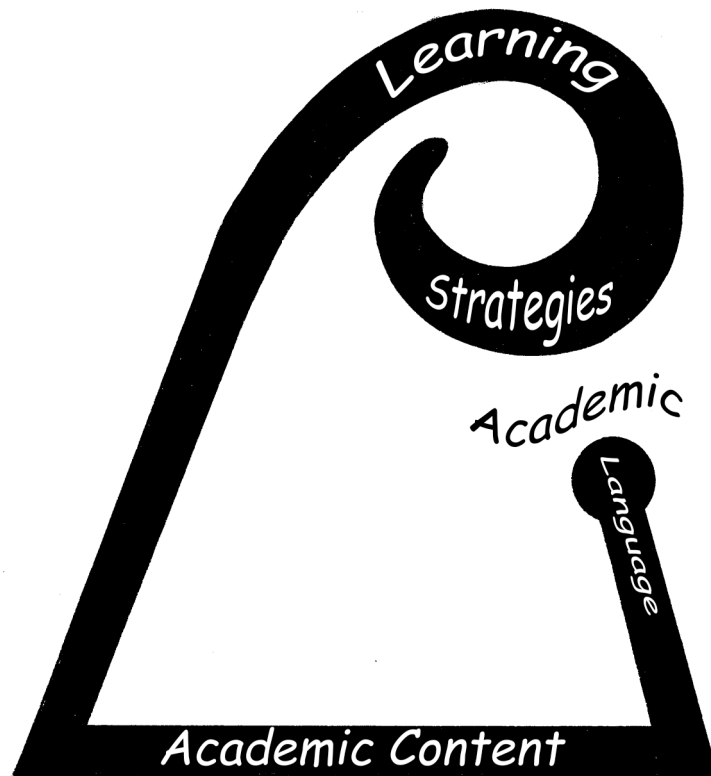
Jill Robbins, Ph.D

Second Language Learning Consultants

http://calla.ws

Table of Contents

WORKSHOP OBJECTIVES

- Understand CALLA components

- Identify your learning strategies – and those of your students.

- Become familiar with CALLA lesson planning and strategies instruction techniques

BRAINSTORM: TEACHING AND LEARNING STRATEGIES

What are some of your most effective teaching strategies?
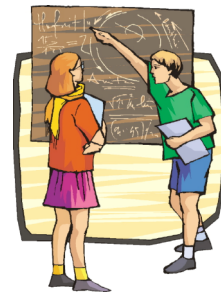
When you use these teaching strategies, what are **your students** doing or thinking?

How do you know?

What obstacles have you found that ELL students have in achieving academic success?

THE COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school.

CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

CALLA's principal objectives are to assist students in:

- Valuing their own prior knowledge and cultural experiences, and relating this knowledge to academic learning in a new language and culture

- Learning the content knowledge and the language skills that are most important for their future academic success;

- Developing language awareness and critical literacy

- Selecting and using appropriate learning strategies and study skills that will develop academic knowledge and processes

- Developing abilities to work successfully with others in a social context

- Learning through hands-on, inquiry-based, and cooperative learning tasks

- Increasing motivation for academic learning and confidence in their ability to be successful in school

- Evaluating their own learning and planning how to become more effective and independent learners.

CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries

INTRODUCTION AND OVERVIEW OF CALLA

The CALLA Model:
Strategies for
ELL Student Success

Anna Uhl Chamot
Jill Robbins
Second Language Learning Consultants

PURPOSE OF CALLA

- Focus on learner.
- Improve academic language proficiency.
- Motivate with content topics.
- Teach learning strategies.

THE COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH (CALLA)

AUTHENTIC CONTENT

- Aligned to curriculum standards.
- Interesting school and cultural topics.
- Linked to students' prior experiential and cultural knowledge.
- Taught through hands-on/inquiry-based/cooperative learning tasks.

ACADEMIC LANGUAGE
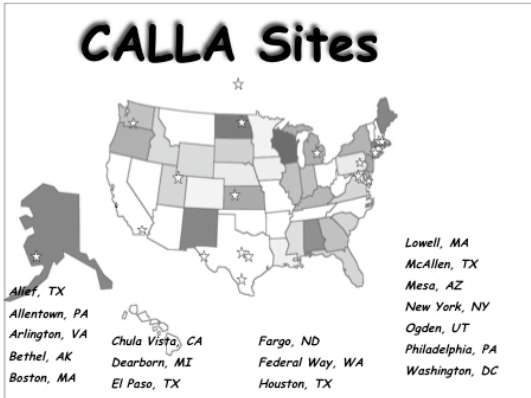
- Language development through content across all curriculum areas.
- Vocabulary and discourse of content subjects and cultural topics.
- Linked to students' prior linguistic knowledge.
- Development of language awareness.

LEARNING STRATEGIES

- Thoughts and actions that assist learning tasks.
- Ways to understand, remember, and recall information.
- Ways to practice skills efficiently.

CALLA Sites

Alief, TX
Allentown, PA
Arlington, VA
Bethel, AK
Boston, MA

Chula Vista, CA
Dearborn, MI
El Paso, TX

Fargo, ND
Federal Way, WA
Houston, TX

Lowell, MA
McAllen, TX
Mesa, AZ
New York, NY
Ogden, UT
Philadelphia, PA
Washington, DC

What are your own learning strategies?

◆ Think of a new skill or process you learned in the past month.
◆ How did you learn it? Describe the process to a partner.
◆ Identify one or two learning strategies you used to learn or remember the new skill.

CALLA INSTRUCTIONAL SEQUENCE

Five Recursive Phases

WHAT ARE YOUR OWN LEARNING STRATEGIES?

Identify a challenge you have faced in the last two weeks.

Example: I bought a new cell phone and had to learn how to add my phone numbers to it.

The strategies I used were:

- trying the way I used with my old cell phone (that didn't work)

- asking my daughter – she said she hadn't figured it out yet either

- looking in the user's manual – the instructions were not in clear English

- calling the help line – finally I got the answer I needed!

My Challenge: _____

Describe to a partner the strategies you used to meet the challenge.

What did you learn about your partner's strategies?

PREPARATION   EXPANSION

CALLA'S FIVE PHASES

PRESENTATION   SELF-EVALUATION

PRACTICE
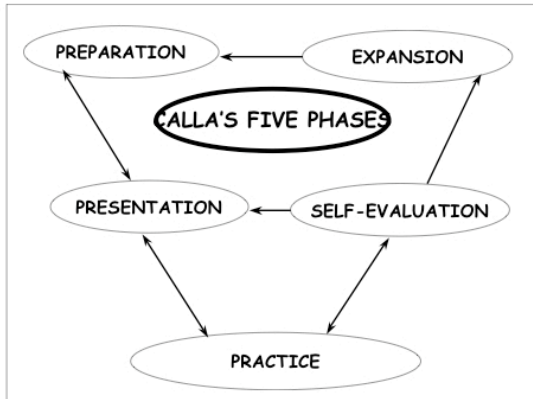
PREPARATION

- Identify objectives.
- Elicit students' prior knowledge.
- Develop vocabulary.
- Provide motivation.

PRESENTATION

- Present new information in varied ways.
- Model processes explicitly..
- Explain learning strategies.
- Discuss connections to students' prior knowledge.

PRACTICE

- Use hands-on/inquiry-based activities.
- Provide different cooperative learning structures.
- Use authentic content tasks.
- Ask students to use learning strategies.

SELF-EVALUATION

- Students reflect on their own learning.
- Students evaluate themselves.
- Students assess their own strategy use.

EXPANSION

- Students apply information to own lives.
- Students make connections between language and content.
- Students relate information to first language knowledge.
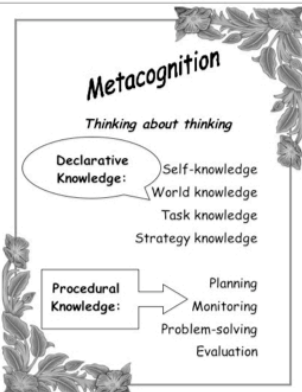- Parents contribute to learning.

Guide for planning a CALLA Instructional Sequence

Preparation

Presentation

Practice

Self-Evaluaton

Expansion

Research Findings

- The learning process is mentally active and strategic.
- Learning involves higher level thinking, not just memory.
- Social context and interaction are critical.
- Students learn content by relating it to their prior knowledge.
- Students learn processes through integrative practice individually and with peers.
- Learning strategies can be taught and learned.

Metacognition

Thinking about thinking

Declarative Knowledge:
- Self-knowledge
- World knowledge
- Task knowledge
- Strategy knowledge

Procedural Knowledge:
- Planning
- Monitoring
- Problem-solving
- Evaluation

WHY TEACH LEARNING STRATEGIES?

- Show students how to be better learners.
- Build students' self-efficacy.
- Increase student motivation for learning
- Help students become reflective and critical thinkers.

TIPS ON TEACHING LEARNING STRATEGIES

- Build on students' current learning strategies.
- Demonstrate how to use the learning strategy by modeling.
- Give the strategy a name.
- Provide ample practice opportunities.

Metacognitive Strategies

- Planning
  - Understand the task
  - Organize materials
  - Find resources

Planning

Metacognitive Strategies

- ◆ Monitoring
- ◆ While working on a task:
  - ◆ Check your progress on the task.
  - ◆ Check your comprehension as you use the language. Do you understand? If not, what is the problem?
  - ◆ Check your production as you use the language. Are you making sense? If not, what is the problem?

Monitoring

Social Learning Strategies

- ◆ Cooperation: work with others to:
  - ◆ complete tasks
  - ◆ build confidence
  - ◆ give and receive feedback
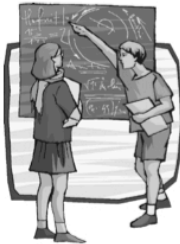
Cooperating

Metacognitive Strategies

- ◆ Evaluation: after completing a task:
  - ◆ Assess how well you have accomplished the learning task.
  - ◆ Assess how well you have used learning strategies.

Evaluation: (Summarizing)

  ◆Decide how effective the strategies were.
  ◆Identify changes you will make the next time you have a similar task to do.

Metacognitive Strategies

- Self-Management: Manage Your Own Learning
  - Determine how you learn best.
  - Arrange conditions that help you learn.
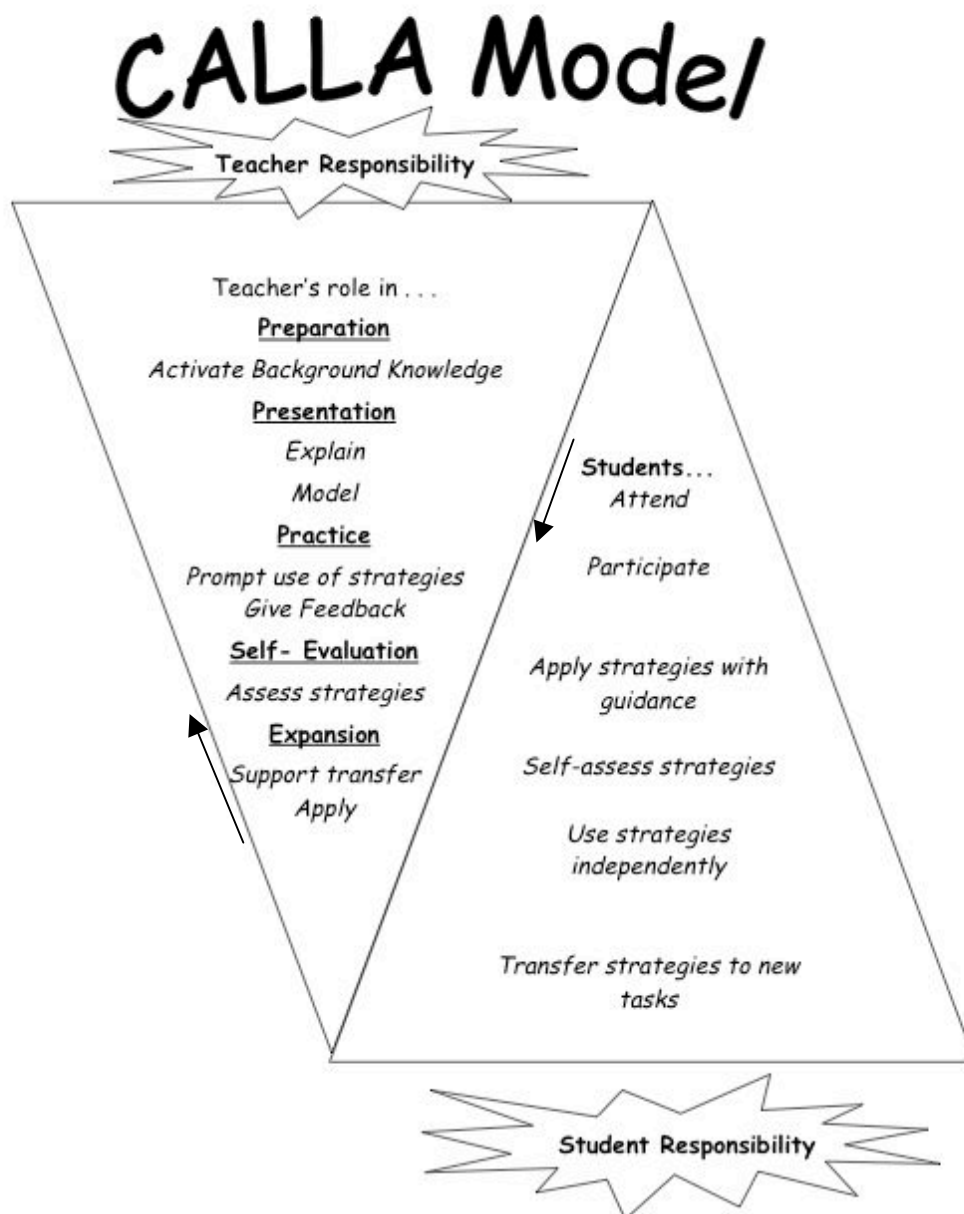 - Seek opportunities for practice.
  - Focus your attention on the task.

CALLA Instruction Is...

- Learner-centered
- Reflective
- Supportive
- Focused
- Enthusiastic

CALLA INSTRUCTIONAL SEQUENCE

CALLA Model

Teacher Responsibility

Teacher's role in . . .

Preparation
Activate Background Knowledge

Presentation
Explain
Model

Practice
Prompt use of strategies
Give Feedback

Self- Evaluation
Assess strategies

Expansion
Support transfer
Apply

Students...
Attend

Participate

Apply strategies with
guidance

Self-assess strategies

Use strategies
independently

Transfer strategies to new
tasks

Student Responsibility

Adapted from Chamot, A. U., Barnhardt, S., El-Dinary, P. B., & Robbins, J. (1999). The
Learning Strategies Handbook. White Plains, NY: Addison Wesley Longman.

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES
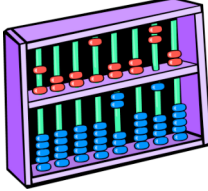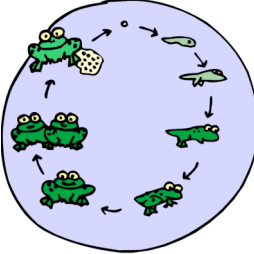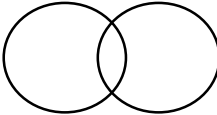
METACOGNITIVE STRATEGIES		
Plan / Organize	Planner	Before beginning a task: -Set goals. -Plan the task or content sequence. -Plan how to accomplish the task (choose strategies). -Preview a text.
Monitor / Identify Problems	Check	While working on a task: -Check your progress on the task. -Check your comprehension as you use the language. Do you understand? If not, what is the problem? -Check your production as you use the language. Are you making sense? If not, what is the problem?
Evaluate	I did it!	After completing a task: -Assess how well you have accomplished the learning task. -Assess how well you have used learning strategies. -Decide how effective the strategies were. -Identify changes you will make the next time you have a similar task to do.
Manage Your Own Learning	Pace Yourself	-Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice. -Focus your attention on the task.

TASK-BASED STRATEGIES

USE WHAT YOU KNOW

Use Background Knowledge	I know.	-Think about and use what you already know to help you do the task. - Make associations between new information and your prior knowledge. -Use new information to clarify or modify your prior knowledge.
Make Inferences	Use Clues	-Use context and what you know to figure out meaning. -Read and listen between the lines. -Go beyond the text to understand its meaning.
Make Predictions	Crystal Ball	-Anticipate information to come. -Make logical guesses about what will happen in a written or oral text. -Make an estimate (math). -Make a hypothesis (science).
Personalize	Me	-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.

Transfer / Use Cognates	Coffee/Café	-Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.
Substitute / Paraphrase	Make it work	-Use a synonym or descriptive phrase for unknown words or expressions.

USE YOUR SENSES

Use Images	See it in your mind	-Use or create an actual or mental image to understand and/or represent information. -Use or draw a picture or diagram.
Use Sounds	Sound Out	-Say or read aloud a word, sentence, or paragraph to help your understanding. -Sound out/vocalize. - Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.
Use Your Kinesthetic Sense		--Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language. -Use real objects to help you remember words, sentences, or content information.

USE YOUR ORGANIZATIONAL SKILLS

Find/Apply Patterns	abacus	-Apply a rule. -Make a rule. -Recognize and apply letter/sound, grammar, discourse, or register rules. -Identify patterns in literature (genre). -Identify patterns in math, science, and social studies.
Classify/Sequence	Life cycle	-Categorize words or ideas according to attributes. -Classify living things; identify natural cycles. -Identify order and sequences in math, science, and social studies. -Sequence events in history.
Take Notes	PDA	-Write down important words and ideas while listening or reading. -List ideas or words to include in speaking or writing..
Use Graphic Organizers	A Venn diagram	-Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.

Summarize	 Main Idea	-Create a mental, oral, or written summary of information.
Use Selective Attention	 Focus	-Focus on specific information, structures, key words, phrases, or ideas.

USE A VARIETY OF RESOURCES

Access Information Sources	Look it up!	-Use the dictionary, the internet, and other reference materials. -Seek out and use sources of information. -Follow a model -Ask questions
Cooperate	Together	-Work with others to complete tasks, build confidence, and give and receive feedback.
Talk Yourself Through It (Self-Talk)	I can do it!	- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.

ASSIGNMENT: IDENTIFY YOUR STUDENTS' LEARNING STRATEGIES

Do you know what learning strategies your students are already using? What have you observed? What have your students told you about the ways that they like to learn? Choose the tasks that are appropriate for your classes and ask students to tell you what they are thinking and doing as they perform that task. List the strategies to share in the next workshop.

1. Learning new vocabulary (all subjects)

What special techniques do your students have for learning the meanings and uses of new words?

2. Listening for information (all subjects)

What do your students do to help them understand information that is presented orally?

3. Following Directions (Science)

Do your students have strategies for carrying out a procedure such as a science experiment?

4. Reading for comprehension (all subjects)

What strategies do your students use to understand the main ideas, events, or points of a content subject or reading text?

5. Viewing (all subjects)

How do your students go about understanding and remembering information presented in a video, film, CD, Internet, or television program?

6. Writing (all subjects)

What techniques do your students use for writing mechanics? How do they plan, compose, and revise their writing?

7. Understanding Graphic Information

What strategies do your students use to get meaning from charts, maps, graphs, and images in content subjects?

8. Oral reporting (all subjects)

Do your students have special techniques for preparing and presenting an oral report such as a book report, a science demonstration, or a research project?

9. Remembering a sequence of events (History & Social Studies)

What do your students do to remember the order in which historical events occurred?

10. Remembering new information (all subjects)

What strategies have you noticed students using to recall information for future use, such as when they know it will be on a test or they will need it for summarizing or reporting on a topic?

PLANNING A CALLA LESSON
CALLA INSTRUCTIONAL SEQUENCE GUIDELINES

Theme/Topic_____ Grade/Language Level _____

1. **Content Objectives:**

   Knowledge _____ Processes/Skills _____

   State/Local Standard(s) _____

   How assessed? _____

2. **Language Objectives:**

   Language Awareness _____ Language Use _____

   TESOL Standard(s) _____

   How assessed?_____

3. **Learning Strategies Objectives:**

   Metacognitive Awareness _____

   Strategies to Learn/Practice _____

   How assessed? _____

Materials: _____

PROCEDURES

Preparation:

- How will I find out what my students already know about this content topic and what related prior experiences they have had?
- How will I find out what language skills and learning strategies they already know for this type of task?
- What vocabulary needs to be taught?
- What advance organizer will give students an overview of the lesson?

Presentation:

- What is the best way to present this content so that students understand the concepts?
- What language skills will they use?
- What learning strategies do I need to model, explain, and/or remind them to use?
- How can I differentiate instruction?

Practice:

- What kinds of activities will help my students apply the new information?
- What language skills will they be practicing?
- How will they apply learning strategies during practice activities?
- How can I differentiate their practice activities?

Self-evaluation:

- What is the best way for my students to assess their own learning of language, content, and learning strategies?

Expansion:

- How can I connect the topic of this lesson to students' own lives, culture, and language?
- How does this topic connect to other content areas?
- How can parents become involved?
- How can I help students transfer what they have learned to new situations?

ASSESSMENT:

- How will I find out what students know and are able to do as a result of this instruction?
- How will I know if students have met the objectives of this lesson or unit?

STRATEGY QUESTIONNAIRE: LEARNING VOCABULARY IN ENGLISH

Learning new words is a major part of learning English. You have to learn vocabulary given to you by your teacher. You might also learn words that you want to know. Think about how you learn new words, and then answer the questions.

How often do you do each of the following to help you learn new words and phrases in English?

1. As I think about an English word, I imagine or draw a picture of the object/idea the word represents.	Never	Rarely	Occasionally	Often
2. I think of something or someone in my life that the word reminds me of, and I remember that connection when I need to recall the word	Never	Rarely	Occasionally	Often
3. I make a point of learning words that relate to my life.	Never	Rarely	Occasionally	Often
4. I group words that are similar or are related in some way	Never	Rarely	Occasionally	Often
5. I hold or point to an object that the English word represents while thinking or saying the word	Never	Rarely	Occasionally	Often
6. I think of an English word that looks or sounds like the English word, and I think about how the meanings are related.	Never	Rarely	Occasionally	Often
7. I look for structural rules (prefixes, suffixes, roots, etc.) that give clues to the word's meaning.	Never	Rarely	Occasionally	Often
8. I think of an English word that sounds like the English word, AND I get a picture in my mind to link the meanings of the English and words in my own language	Never	Rarely	Occasionally	Often
9. I review new words with a classmate.	Never	Rarely	Occasionally	Often
10. I test myself to see if I have learned the words..	Never	Rarely	Occasionally	Often

LEARNING STRATEGIES THROUGH PLAY

A Day With Monitoring Monkey

*Created by Diann Garnett and Jason Sizemore, Midway Manor Early Childhood Center
(Allentown, PA school district)*

Monitoring Monkey is going to his classroom.
What should he ask himself?

Monitoring Monkey's teacher taught
the class about counting frogs. What
should he ask himself?
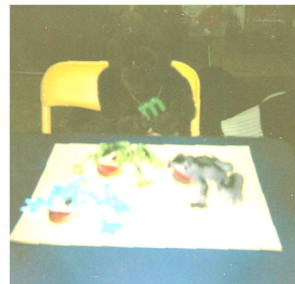
Monitoring Monkey sees his friend playing
in the sink. It looks like fun! What should he ask
himself?
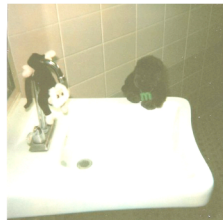
Monitoring Monkey's teacher taught the class how to draw a tree. She asks if anyone needs help. What should he ask himself?

Monitoring Monkey is going to get on the bus. What should he ask himself?

Monitoring Monkey had a great day at school because he always made sure he was doing his job and understanding what his teacher said! Good job, Monitoring Monkey!!

Learning Strategies Through Play: Ideas for Associations with toys

Toolbox:

Hammer = Summarize (*build something up by yourself*)

Saw = Problem-Solve (*separate it into parts you can handle*)

Screwdriver =   Find/Apply Patterns (*twist and turn to see the patterns*)

Flashlight = Use selective attention (visual imagery) (*What do I see?/Hear*)

Pliers = Manage your own learning (*get a grip*!)

Measuring Tape = Evaluate (*how much did I learn/ how well did I learn?*)

Magnifying Glass = Make Inferences (*look closer*)

Monocular/Binocular: Make Predictions (*what's ahead?*)

Duct tape or electrical tape = Substitute (*how can I make this work?*)

Play wood & Nuts & Bolts = Use what you know (*You build with what you have*)

Stuffed Animals:

METACOGNITIVE STRATEGIES

Plan / Organize

      PLANNING PANDA

Monitor / Identify Problems

      MONITORING MONKEY

Evaluate (Check)

      CHECKING CHICK

TASK-BASED STRATEGIES

      USE WHAT YOU KNOW

Use Background Knowledge

      BACKGROUND BEAR

Transfer / Use Cognates

      COGNATES CAMEL

      USE YOUR SENSES

Use Images

      PICTURING PENGUIN

Use Sounds

      SINGING SEAL
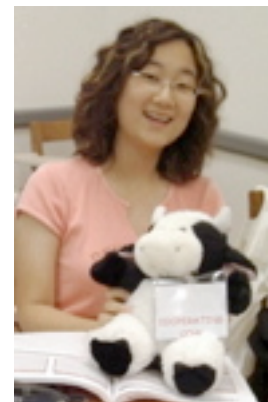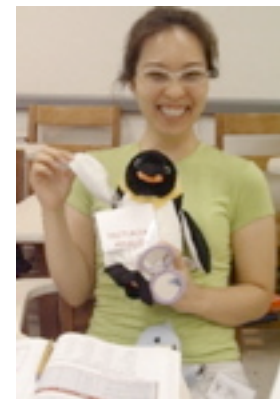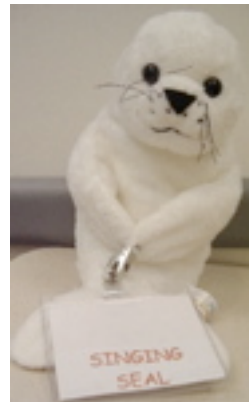
Use Your Kinesthetic Sense

      HANDS-ON HIPPO

      USE A VARIETY OF RESOURCES

Access Information Sources (Resources)

      RESEARCHING RACCOON

Cooperate

      COOPERATING COW

ONLINE RESOURCES

The World of CALLA: http://calla.ws
You will find resources, handouts, a mailing list, message forum, and contact information on our site.

Strategic Learning Unlimited: http://jillrobbins.com
Jill's site has more learning strategies resources and presentations.

National Capital Foreign Language Resource Center: http://nclrc.org
NCLRC's site has teacher guides for learning strategies and foreign language teaching resources.

TESOL: http://tesol.org
TESOL's site has many resources for teachers' professional development and information on the Teaching of English to Speakers of Other Languages

Contact for workshop information: jrobbins@calla.ws

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CALLA WORKSHOP EVALUATION

Date of workshop _____

Your position/title _____

Grade level(s) you work with _____

Content subject(s) you teach: _____

		5	4	3	2	1	
1.Were the objectives for the workshop clear?	Clear	5	4	3	2	1	Vague
2. How helpful were the activities in reaching the objectives?	Very Much	5	4	3	2	1	Very Little
3.How useful were the handouts, overheads, PowerPoint?	Very Useful	5	4	3	2	1	Not Useful
4.Was the workshop well-paced?	Well Paced	5	4	3	2	1	Poorly Paced
5.Did you understand the main concepts?	Fully	5	4	3	2	1	Little
6.Did the workshop provide ideas you can adapt and use in your classroom?	A lot	5	4	3	2	1	A little

7. What I found most useful:

8. What I found least useful:

9. What I would change in this workshop:

10. Overall, this workshop was (circle one):

Excellent   Very Good   Fair   Poor   Awful