The CALLA Model: Strategies for ELL Student Success

Workshop for Region 10
New York City Board of Education

New York, NY

Presented by
Anna Uhl Chamot, Ph.D.
Jill Robbins, Ph.D.
Second Language Learning Consultants
http://calla.ws
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WORKSHOP OBJECTIVES

- Understand CALLA components and research background.
- Identify your learning strategies - and those of your students.
- Use the CALLA instructional sequence to plan a lesson that integrates content, academic language, and learning strategies.
A WALK AROUND CALLA

Walk around the room and use a sticky-note paper to write your answer to the questions on the chart paper. Place the note on the chart. When you have answered all the questions, you can go back and look at what others have written.

As we discuss the answers, you may take notes below.

1. Give an example of eliciting student’s prior content and language knowledge? (ie: KWL)

2. How do you make language and content comprehensible to your students? (ie: visual aids)

3. How do you incorporate reading and writing instruction in different content areas? (ie: use math word problems as comprehension activities, write a lab report of a science experiment)

4. What hands-on approaches do you use for teaching content? (ie: field trip)

5. What learning strategy do you teach most often? (ie: predicting)

6. How do you select a language activity to complement a content lesson? (ie: a listening comprehension activity on a content topic)

7. What is a student self-evaluation activity that you have used? (ie: learning log)

8. How do you teach learning strategies? (ie: model thinking aloud to students)
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?
**EXPERIENCE A CALLA LESSON**

A **class survey** (adapted from Building Bridges (1992) Book 3, p. 57 -58)

A. You are going to do a class survey and express the results as fractions. Start by answering these questions about yourself.

Are the following statements generally true for you? Write yes or no.

1. ____ I usually eat breakfast.
2. ____ I usually take notes in class.
3. ____ I exercise regularly.
4. ____ I use the learning strategies listed in #9 below.

Put a check mark next to the answer that best describes you.

5. I am: ____ Male ____ Female

6. The color of my eyes is... ___ Brown or black ___ Blue ___ Green ___ Other

7. I have _ siblings (brothers and/or sisters).
   ____ 0 ____ 1 ____ 2 ____ 3 or more

8. My favorite thing to do is...
   ____ Read ____ Watch TV ____ Cook ____ Shop
   ____ Play sports ____ Eat ____ Talk to friends ____ Other

9. The learning strategy I use most often as an adult learner is...
   ____ Listen selectively
   ____ Read selectively
   ____ Take notes
   ____ Cooperate
   ____ Use what I know
   ____ Classify
   ____ Make predictions
   ____ Problem Solving steps
B. Now work with a small group of your colleagues. Choose to be group 1, 2 or 3, and follow the appropriate instructions below:

**Group 1**: How many members of your group wrote "Yes" for each of the items in 1 - 4? Divide the figures below into equal parts (the number of parts should equal the number of students in your group). Then shade the figures to show the fraction of your group that answered "Yes" to Items 1 - 4.

**Group 2**: Look at the answers in your group to Items 5 and 6. Write fractions that show how students described themselves. Reduce the fractions to their simplest form, if necessary. If no one in the group marked an answer, write "0."

**Item 5**

__ of the group is male. __ of the group is female.

**Item 6**

__ of the group has brown or black eyes.
__ of the group has blue eyes.
__ of the group has green eyes.
__ of the group has eyes of another color.
Group 3: How did the group answer Items 7 and 8? Write fractions that show how students described themselves. Reduce the fractions to their simplest form, if necessary. If no one in the group marked an answer, write "0."

Item 7
__ of the group has no siblings.
__ of the group has 1 sibling.
__ of the group has 2 siblings.
__ of the group has 3 or more siblings.

Item 8
The favorite activity of __ of the group is reading.
The favorite activity of __ of the group is cooking.
The favorite activity of __ of the group is playing sports.
The favorite activity of __ of the group is watching TV.
The favorite activity of __ of the group is talking to friends.
The favorite activity of __ of the group is shopping.
The favorite activity of __ of the group is eating.
The favorite activity of __ of the group is something else.

Everyone: Now, compare with the class to find out the one strategy that we use most often as adult learners.

Listen selectively
Read selectively
Take notes
Cooperate
Use what you know
Classify
Make predictions
**Problem Solving steps**

**CALLA Lesson Analysis**

Returning Teachers: Take notes here on the CALLA lesson

First-Time participants: Use This Page for Notes

Summarize what the presenter says or does for each of the CALLA phases:

- **PREPARATION**

- **PRESENTATION**

- **PRACTICE**

- **SELF-EVALUATION**

- **EXPANSION**
What could you do to improve this lesson?

What other strategies would you apply or teach for this task?
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: CALLA AND CONTENT AND LANGUAGE LEARNING STRATEGIES

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

Analyzing Textbook Language

- Using the sample from a text for your level, work with a group to identify some of the content difficulties for ELL students
ANALYZING TEXTBOOK LANGUAGE

Directions: In this activity you will work with your group to identify some of the language difficulties in a content subject (reading, science, or social studies) textbook. Select a text and work with your group to complete this analysis.

PRIOR KNOWLEDGE
Unfamiliar cultural assumptions or analogies.
Discipline-specific concepts that require pre-teaching.

TEXT ORGANIZATION
Long paragraphs that can be shortened or divided.
Text that can be clarified or replaced by a diagram.

GRAMMAR
Long sentences that can be broken into 2-3 short sentences.
Passive voice sentences (e.g., “A new law was passed by Congress;” “Stimuli are received by the brain”).
Pronouns that can be replaced by a noun to clarify meaning.
Complex verb forms (e.g., has had, had had, may have had, might have had, would have had, could have had).
If...then and cause-effect sentences that can be clarified.

VOCABULARY
Discipline-specific words that students know only in a general sense (e.g., work in science, round (v.) in math, rights, power in social studies).
Other essential new vocabulary.
Non-essential vocabulary that can be replaced with known synonyms or phrases.
**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.
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

PLAN CONTENT & LANGUAGE COMPONENTS OF A CALLA LESSON

Directions: In this activity you will work with your group to develop language activities based on your grade-level content text for the textbook language analysis. Use the guidelines below. Include language activities in which students practice two or more of the following language skills: listening, speaking, reading, writing, vocabulary and grammar.

CALLA INSTRUCTIONAL SEQUENCE GUIDELINES

Theme/Topic_______________________ Grade/Language Level __________

Standards:_________________________________________________________________

1. Content Objectives:_______________________________________________________

   How assessed? ____________________________________________________________

2. Language Objectives:_______________________________________________________

   How assessed? ____________________________________________________________

3. Learning Strategies Objectives: (to be added later in workshop)

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 they already know for this type of task? What vocabulary needs to be taught?
**Presentation:** What is the best way to present this content so that students understand the concepts? What language skills will they use?

**Practice:** What kinds of activities will help my students apply the new information? What language skills will they be practicing?

**Self-evaluation:** What is the best way for my students to assess their own learning of language and content?

**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?
TEACHER’S ASSESSMENT OF STUDENT LEARNING

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?
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Guide for planning a CALLA Instructional Sequence

Listen & Respond

- Listen to the research findings and choose one point to respond to.
- On a note paper, write a practical example or application of one of the research findings.
- Place the note under the research finding.

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

**Metacognitive Strategies**

- Monitoring
- While working on a task:
  - Check your progress on the task
  - Check your comprehension of what you are using 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?

**Social Learning Strategies**

- Cooperation: work with others to:
  - Complete tasks
  - Build confidence
  - Give and receive feedback
**Metacognitive Strategies**

- Evaluation: 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.

**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 Content and Language Learning Strategies

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>METACOGNITIVE STRATEGIES</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Plan / Organize   | 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 | 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          | 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).
<table>
<thead>
<tr>
<th><strong>Personalize</strong></th>
<th>![Image]</th>
<th>-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Me</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transfer / Use Cognates</strong></td>
<td>![Image]</td>
<td>-Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.</td>
</tr>
<tr>
<td><strong>Coffee/Café</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Substitute / Paraphrase</strong></td>
<td>![Image]</td>
<td>-Use a synonym or descriptive phrase for unknown words or expressions.</td>
</tr>
<tr>
<td><strong>Make it work</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**USE YOUR SENSES**

<table>
<thead>
<tr>
<th><strong>Use Images</strong></th>
<th>![Image]</th>
<th>-Use or create an actual or mental image to understand and/or represent information. -Use or draw a picture or diagram.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>See it in your mind</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use Sounds</strong></td>
<td>![Image]</td>
<td>-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,</td>
</tr>
<tr>
<td><strong>Sound Out</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Your Kinesthetic Sense</td>
<td>and/or conversations.</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>--Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Use real objects to help you remember words, sentences, or content information.</td>
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<td></td>
</tr>
</tbody>
</table>

### USE YOUR ORGANIZATIONAL SKILLS

<table>
<thead>
<tr>
<th>Find/Apply Patterns</th>
<th>-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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>abacus</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Classify/Sequence</th>
<th>-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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life cycle</td>
<td></td>
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</tbody>
</table>
| **Take Notes** | PDA | - Write down important words and ideas while listening or reading.  
- List ideas or words to include in speaking or writing. |
<table>
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</thead>
<tbody>
<tr>
<td><strong>Use Graphic Organizers</strong></td>
<td>A Venn diagram</td>
<td>- Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.</td>
</tr>
<tr>
<td><strong>Summarize</strong></td>
<td>Main Idea</td>
<td>- Create a mental, oral, or written summary of information.</td>
</tr>
<tr>
<td><strong>Use Selective Attention</strong></td>
<td>Focus</td>
<td>- Focus on specific information, structures, key words, phrases, or ideas.</td>
</tr>
</tbody>
</table>
### Use a Variety of Resources

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

SELECTED REFERENCES


CALLA INSTRUCTIONAL MATERIALS


CALLA WORKSHOP EVALUATION

Date of workshop _______________________

Your position/title ________________________

Grade level(s) you work with ________________________________

Content subject(s) you teach: ________________________________

1. Were the objectives for the workshop Clear 5 4 3 2 1 Vague clear?

2. How helpful were the activities in Very 5 4 3 2 1 Very reaching the objectives?
   Much Little

3. How useful were the handouts, Very 5 4 3 2 1 Not
   overheads, PowerPoint?
   Useful

4. Was the workshop well-paced? Well 5 4 3 2 1 Poorly
   Paced Paced

5. Did you understand the main concepts? Fully 5 4 3 2 1 Little

6. Did the workshop provide ideas you A lot 5 4 3 2 1 A little
   can adapt and use in your classroom?
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