THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC

NCELA
National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

presents

Effective Language Learning Strategies for English Language Learners

Anna Uhl Chamot, Ph.D.

If you are having any technical difficulties at this time, please call 1-866-239-3239. Thank you

NCELA is operated under contract ED-04-CO-0094/0002 from the US Department of Education to The George Washington University. Our mission is to provide technical assistance information to state education agencies, local education agencies, and others regarding the education of English language learners.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC

NCELA
National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

Welcome

- Welcome to the webinar on “Effective Language Learning Strategies for English Language Learners.” Today’s webinar is hosted by the National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University, funded through a contract with the U.S. Department of Education's Office of English Language Acquisition.

- NCELA's mission is to provide technical assistance information to state and local educational agencies on issues pertaining to English language learners.

- My name is Kathia Flemens PhD, a Research Associate at NCELA and your Webinar facilitator.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC

NCELA
National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

presents

Today's presenter:

- Dr. Chamot is Professor of Secondary Education (ESL and Foreign Language Education) in the Graduate School of Education and Human Development of the George Washington University. She is Co-Director of the National Capital Language Resource Center (NCLRC) and co-designed the Cognitive Academic Language Learning Approach (CALLA).

CALLA: Accelerating Academic Achievement for English Learners

Anna Uhl Chamot

Objectives

- Identify English language learners and their academic needs;
- Describe an instructional model that meets these needs;
- Provide guidelines to develop their content knowledge, language and literacy, and learning strategies.

What Are the Academic Needs of English Language Learners?

- Develop academic vocabulary.
- Read to acquire new information.
- Understand information presented orally.
- Participate in classroom discussions.
- Write to communicate knowledge and ideas.

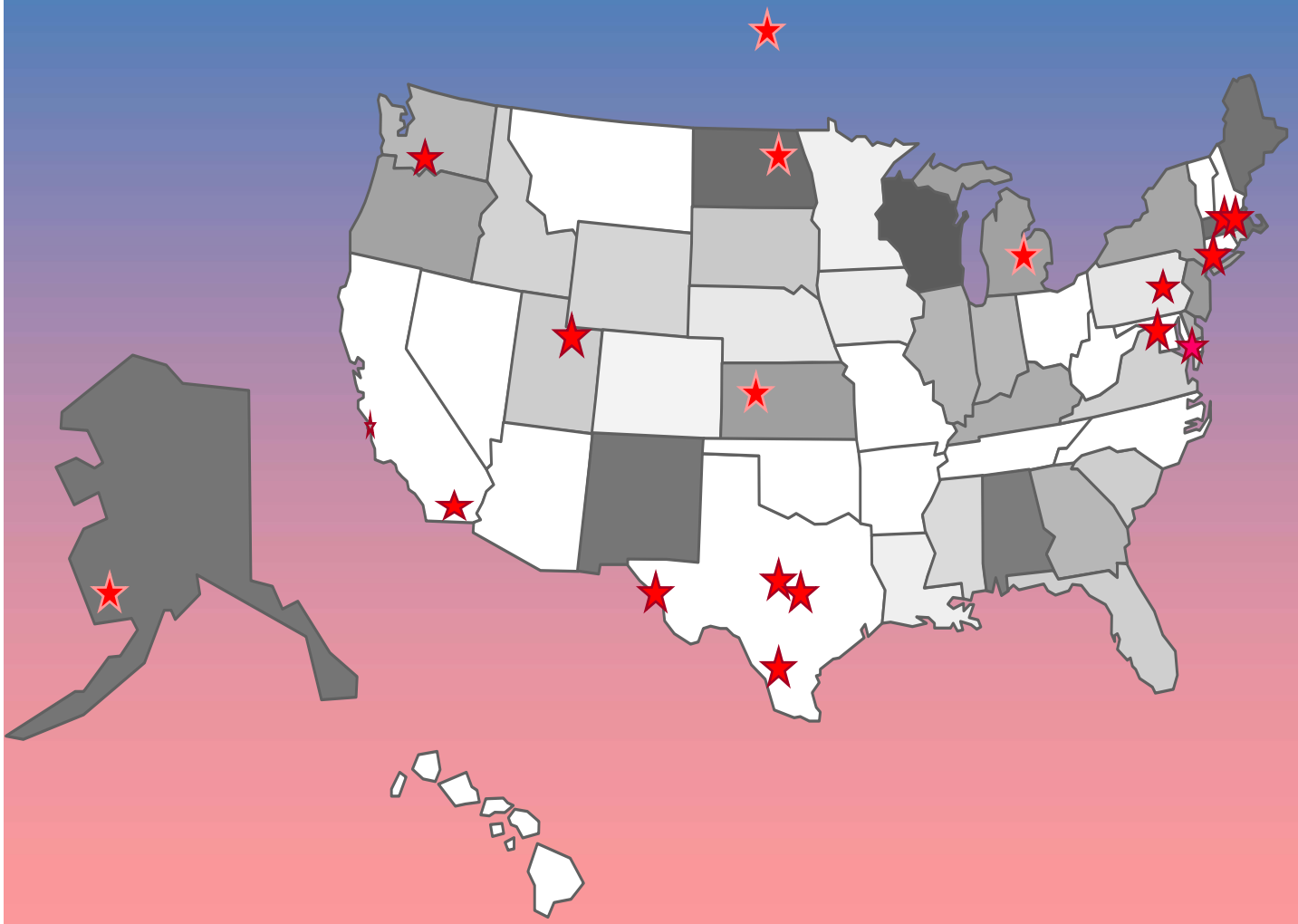
The CALLA Model

- Cognitive-Social conceptual framework.
- Research-based instruction.
- Standards-based content.
- Academic language focusing on literacy.
- Explicit instruction in learning strategies.

Why implement CALLA?

- Promotes academic and linguistic development.
- Benefits diverse students.
- Emphasizes higher level thinking.
- Documented effectiveness.
- Motivates students.

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

CALLA Components

- COGNITIVE-SOCIAL LEARNING MODEL
- CURRICULUM CONTENT
- ACADEMIC LANGUAGE
- LEARNING STRATEGIES

COGNITIVE-SOCIAL LEARNING MODEL

LEARNING:

- Is mentally active and strategic;
- Involves higher level thinking, not just memory;
- Requires social context and interaction;
- Content is based on students' prior knowledge.
- Processes needs meaningful practice individually and with peers.
- Strategies can be taught and learned.

CURRICULUM CONTENT

- Aligned to National and State Standards for content subjects.
- High priority topics from science, mathematics, history/social studies, and language arts.
- Linked to students' prior experiential and cultural knowledge.
- Taught through hands-on/inquiry-based/cooperative learning tasks.

ACADEMIC LANGUAGE

- Integrated language development across all curriculum subjects.
- Vocabulary and discourse of science, mathematics, history/social studies, literature, and writing.
- Focus on literacy in all subjects.
- Linked to students' prior linguistic knowledge.
- Development of language awareness.

Teaching Academic Language and Literacy

- Develop language across the curriculum.
- Focus on literacy in all subjects.
- Link to prior linguistic knowledge and skills.
- Provide balanced instruction - both analytic and comprehension-based.

What are learning strategies?

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

What does the research say?

- Effective learners' strategies are varied and flexible.
- Use of learning strategies is correlated to self-efficacy.
- Strategy use improves academic performance.

Teaching Learning Strategies

- Focus on academic learning strategies.
- Students' current learning strategies identified.
- Strategies named and explained.
- Strategies modeled by teacher thinking aloud.
- Student self-evaluation of strategy use.
- Development of metacognitive awareness and self-regulated learning.

Planning Instruction through Backward Design - 1

- Content Objectives:
  - Knowledge/information and processes/skills
  - Standards and Essential Questions
  - How assessed

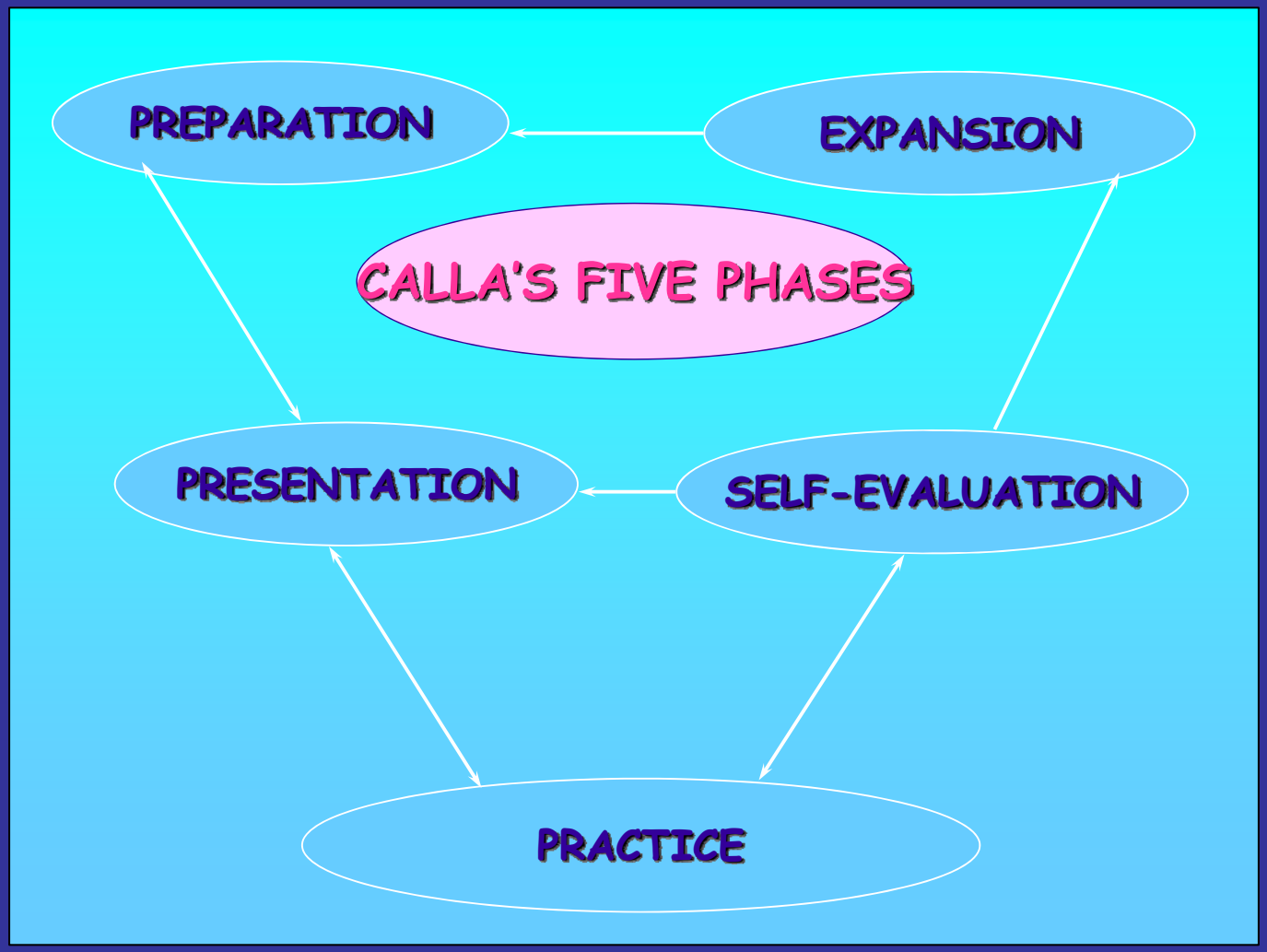
Planning Instruction through Backward Design - 2

- Language Objectives:
  - Language awareness and language use
  - Standards and Essential Questions
  - How assessed

Planning Instruction through Backward Design - 3

- Learning Strategy Objectives:
  - Metacognitive awareness and strategy practice
  - Standards and Essential Questions
  - How assessed

Integrating Content, Language, and Learning Strategies



PREPARATION

- Teacher provides overview and objectives;
- Elicits students' prior knowledge;
- Develops vocabulary; and
- Uses students' native language as a resource.

PRESENTATION

- Teacher addresses different learning preferences;
- Models language processes explicitly;
- Explains learning strategies; and
- Discusses connections to students' prior knowledge.

PRACTICE

- Students engage in interactive activities;
- Practice different cooperative learning structures;
- Use authentic content and language tasks; and
- Use learning strategies.

SELF-EVALUATION

- Students assess their own learning;
- Identify preferred strategies;
- Keep learning logs; and
- Evaluate themselves.

EXPANSION

- Students apply what they have learned to their own lives;
- Make connections between language and other content subjects; and
- Relate new information to own culture.
- Parents contribute to learning.

CALLA Assessment

- Linked to Standards.
- Standardized test practice.
- Portfolios of best work.
- Self-assessment and reflection.
- Teacher reflection.

CALLA Instruction Is...

- Research-based
- Learner-centered
- Reflective
- Supportive
- Focused
- Enthusiastic

QUESTIONS:

www.calla.ws

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON DC

NCELA
National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

Thank you

Thank you for participating in today's webinar on "Effective Language Learning Strategies for English Language Learners" presented by Anna Chamot, Ph.D.; hosted by National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

- For more information or if you have additional questions about CALLA contact: Anna Chamot, Ph.D., www.calla.ws or auchamot@gwu.edu

- If you have additional questions regarding the webinar contact Kathia Flemens at kflemens@gwu.edu.

This webinar will be archived on NCELA's website. To view archived webinars, please visit http://www.ncela.gwu.edu/webinars/

Thank you