

**THE**  
**CALLA**<sup>TM</sup>  
**HANDBOOK**

*Implementing the  
Cognitive Academic  
Language Learning  
Approach*

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**Table 4.1**  
**LEARNING STRATEGIES IN THE CLASSROOM**

**Metacognitive Strategies**

STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
<b>Planning</b>		
Advance Organization	Preview Skim Gist	Previewing the main ideas and concepts of a text; identifying the organizing principle.
Organizational Planning	Plan what to do	Planning how to accomplish the learning task; planning the parts and sequence of ideas to express.
Selective Attention	Listen or read selectively Scan Find specific information	Attending to key words, phrases, ideas, linguistic markers, types of information.
Self-management	Plan when, where, and how to study	Seeking or arranging the conditions that help one learn.
<b>Monitoring</b>		
Monitoring Comprehension	Think while listening Think while reading	Checking one's comprehension during listening or reading.
Monitoring Production	Think while speaking Think while writing	Checking one's oral or written production while it is taking place.
<b>Evaluating</b>		
Self-assessment	Check back Keep a learning log Reflect on what you learned	Judging how well one has accomplished a learning task.

**Cognitive Strategies**

STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Resourcing	Use reference materials	Using reference materials such as dictionaries, encyclopedias, or textbooks.
Grouping	Classify Construct graphic organizers	Classifying words, terminology, quantities, or concepts according to their attributes.
Note-taking	Take notes on idea maps, T-lists, etc.	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form.
Elaboration of Prior Knowledge	Use what you know Use background knowledge Make analogies	Relating new to known information and making personal associations.

Table 4.1 (continued)

Cognitive Strategies (continued)		
STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Summarizing	Say or write the main idea	Making a mental, oral, or written summary of information gained from listening or reading.
Deduction/Induction	Use a rule/Make a rule	Applying or figuring out rules to understand a concept or complete a learning task.
Imagery	Visualize Make a picture	Using mental or real pictures to learn new information or solve a problem.
Auditory Representation	Use your mental tape recorder Hear it again	Replaying mentally a word, phrase, or piece of information.
Making Inferences	Use context clues Guess from context Predict	Using information in the text to guess meanings of new items or predict upcoming information.
Social / Affective Strategies		
STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Questioning for Clarification	Ask questions	Getting additional explanation or verification from a teacher or other expert.
Cooperation	Cooperate Work with classmates Coach each other	Working with peers to complete a task, pool information, solve a problem, get feedback.
Self-Talk	Think positive!	Reducing anxiety by improving one's sense of competence.

### SOCIAL/AFFECTIVE STRATEGIES

Social/affective strategies are particularly important in second language acquisition because language is so heavily involved in cooperation and asking questions for clarification. Students learning specific language functions or structures can practice these in cooperative learning settings and obtain feedback from other students on the effectiveness and coherence of efforts to communicate orally or in writing. *Asking questions for clarification* is particularly critical for ESL students because they will so often need to exercise this skill in their grade-level classrooms. Another social/affective strategy, *self-talk*, is useful for students who have any degree of anxiety about learning activities. In second language acquisition, as suggested by the well-known affective filter,<sup>16</sup> many individuals find that anxiety detracts from the attainment of learning objectives. In using self-talk, students reassure themselves through inner speech that they will be able to perform successfully on the task at hand. Their self-talk will be more convincing if they have prior successful experiences with tasks which are similar to the ones they are now encountering and for

**Table 4.2**

## **HOW TO TEACH LEARNING STRATEGIES**

### **Preparation**

Develop students' metacognitive awareness and self-knowledge through activities such as:

- Discussions about strategies students already use for specific tasks;
- Small group interviews in which students describe and share their special techniques for completing a task successfully;
- Learning strategy questionnaires in which students indicate the frequency with which they use particular strategies for particular tasks; and
- Individual think-aloud interviews in which the student works on a task and describes his/her thoughts.

### **Presentation**

Teach the strategy explicitly by:

- Modeling how you use the strategy with a specific academic task by thinking aloud as you work through a task (e.g., reading a text or writing a paragraph);
- Giving the strategy a name and referring to it consistently by that name;
- Explaining to students how the strategy will help them learn the material; and
- Describing when, how, and for what kinds of tasks they can use the strategy.

### **Practice**

Provide many opportunities for strategy practice through activities such as:

- Cooperative Learning
- Reciprocal Teaching
- Hands-on science experiments
- Mathematics word problems
- Research projects
- Developing oral and written reports
- Analyzing literature
- Process writing

### **Evaluation**

Develop students' metacognitive awareness of which strategies work for them—and why—through self-evaluation activities such as:

- Debriefing discussions after using strategies;
- Learning logs or journals in which students describe and evaluate their strategy use;
- Comparing their own performance on a task completed without using learning strategies and a similar task in which they applied strategies;
- Checklists of their degree of confidence in using specific strategies;
- Self-efficacy questionnaires about their degree of confidence in completing specific academic tasks; and
- Self-reports telling when they use or do not use a strategy, and why.

### **Expansion**

Provide for transfer of strategies to new tasks through activities such as:

- Scaffolding, in which reminders to use a strategy are gradually diminished;
- Praise for independent use of a strategy;
- Self-report in which students bring tasks to class on which they have successfully transferred a strategy;
- Thinking skills discussions in which students brainstorm possible uses for strategies they are learning;
- Follow-up activities in which students apply the strategies to new tasks and contexts;
- Analysis and discussion of strategies individual students find effective for particular tasks.

**Table 5.1**  
**TEACHING STRATEGIES CHECKLIST**

**How Comprehensible Is My Speech?**

Usually    Sometimes    Rarely

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. My enunciation is clear, with little slurring.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. My pace of speaking is neither too fast nor too slow.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. My speaking voice is neither too loud nor too soft.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. My tone of voice is warm and engaged.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. I explain new words and terms through definition or paraphrasing.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. I provide natural redundancy in my speech by providing more than one presentation or explanation of an idea. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. When necessary, I pause at phrase and sentence boundaries (not between words).                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. I carefully avoid the use of culturally-bound cliches and metaphors.   |

**How Effectively Do I Present New Information and Provide Feedback?**

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. I am knowledgeable about the topic.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. I am interested in the topic.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. I organize my presentation of the topic in a clear and logical way.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. I explain the new information as many times and in as many different ways as my students need.                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. I provide visual and auditory context during my lesson presentation.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. When the focus is communication, I respond to the meaning my students are trying to express rather than correctness of form. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. I maintain a positive affective climate when providing corrective feedback.  |

**How Adept Are My Classroom Organization Skills?**

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. During a whole group presentation or discussion, I hold the attention of almost all of the class. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. I give students meaningful tasks on which they have to work as pairs.                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. I organize and monitor small groups for cooperative learning.                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. I allow students to engage in self-directed learning.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. I keep students on task, and can redirect their attention to the task when necessary.             |