The CALLA Model: Strategies for ELL Student Success
Workshop for Wyoming ESL Teachers
February 1-2, 2007
Casper, WY

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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)
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.
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

INTRODUCTION AND OVERVIEW: CALLA AND CONTENT AND LANGUAGE LEARNING STRATEGIES

The CALLA Model: Strategies for ELL Student Success
Anna Uhl Chamot, Ph.D.
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http://calla.ws
Second Language Learning Consultants
Washington, DC

THE COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH (CALLA)

PURPOSE OF CALLA

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

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**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.

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**LEARNING STRATEGIES**

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

<table>
<thead>
<tr>
<th>PRIOR KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfamiliar cultural assumptions or analogies.</td>
</tr>
<tr>
<td>Discipline-specific concepts that require pre-teaching.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long paragraphs that can be shortened or divided.</td>
</tr>
<tr>
<td>Text that can be clarified or replaced by a diagram.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>Other essential new vocabulary.</td>
</tr>
<tr>
<td>Non-essential vocabulary that can be replaced with known synonyms or phrases.</td>
</tr>
</tbody>
</table>
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.

Samples

CALLA Sites

CALLA INSTRUCTIONAL SEQUENCE
Five Recursive Phases
PREPARATION

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

Applying PREPARATION

- How does preparation help your students?
- What works to encourage vocabulary development?
- How can you stimulate increased motivation in your students?
PRESENTATION

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

Applying
PRESENTATION

- What kinds of presentation methods would help the English learner?
- Does presenting with a variety of media help ELLs?

PRACTICE

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

- What kinds of practice activities would help English learners?
- Which are better for ELLs, individual or cooperative group practice activities?

SELF-EVALUATION

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

Applying SELF-EVALUATION

- What are the benefits of SELF-evaluation vs. evaluation by others?
- How can you help English learners to evaluate themselves more accurately?
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.

Applying EXPANSION

- How can what has been learned in ESOL class help English learners in their other classes?
- Can better communication with parents or involvement of the community help English students?

CALLA Instruction Summary

Teacher Responsibility

Changes over time

Prepare
Present
Practice
Self-Evaluate
Expand
Student Responsibility

14
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

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 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?
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.
- Share your example with a colleague.

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.

THINKING ABOUT THINKING: A MODEL OF METACOGNITION

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

Procedural Knowledge:
- Planning
- Monitoring/Identifying Problems
- Evaluating
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 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?

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.

Research Support for Teaching Learning Strategies

- All second language learners use strategies
- "BUT"
- "Good" language learners use more varied strategies and use them more flexibly.
- Frequent use of learning strategies is correlated to higher self-efficacy.

More Research Findings

- Strategy instruction improves academic performance.
- Instruction needs to be explicit.
- Students need to develop metacognition.
- Transfer is difficult.
- Language of instruction matters.
### Examples of Learning Strategies

Match the learning strategy with its description.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Background Knowledge</td>
<td>Make sure I am understanding the task and material.</td>
</tr>
<tr>
<td>Predict</td>
<td>Imagine or draw a picture to help me understand.</td>
</tr>
<tr>
<td>Take notes</td>
<td>Check whether I have completed the task correctly.</td>
</tr>
<tr>
<td>Use real objects/role play</td>
<td>Find another way to say it.</td>
</tr>
<tr>
<td>Cooperate</td>
<td>Use what I already know to help me learn.</td>
</tr>
<tr>
<td>Substitute/paraphrase</td>
<td>Guess the meaning from the context.</td>
</tr>
<tr>
<td>Monitor</td>
<td>Guess what will happen.</td>
</tr>
<tr>
<td>Use imagery</td>
<td>Work with other students.</td>
</tr>
<tr>
<td>Make Inferences</td>
<td>Make groups of similar words or images.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Write down important information.</td>
</tr>
<tr>
<td>Group/Classify</td>
<td>Pantomime or use objects to help me understand.</td>
</tr>
</tbody>
</table>
## 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>
<tr>
<td>Plan / Organize</td>
<td>Before beginning a task:</td>
</tr>
<tr>
<td></td>
<td>- Set goals.</td>
</tr>
<tr>
<td></td>
<td>- Plan the task or content sequence.</td>
</tr>
<tr>
<td></td>
<td>- Plan how to accomplish the task (choose strategies).</td>
</tr>
<tr>
<td></td>
<td>- Preview a text.</td>
</tr>
<tr>
<td>Monitor / Identify Problems</td>
<td>While working on a task:</td>
</tr>
<tr>
<td></td>
<td>- Check your progress on the task.</td>
</tr>
<tr>
<td></td>
<td>- Check your comprehension as you use the language. Do you understand? If not, what is the problem?</td>
</tr>
<tr>
<td></td>
<td>- Check your production as you use the language. Are you making sense? If not, what is the problem?</td>
</tr>
<tr>
<td>Evaluate</td>
<td>After completing a task:</td>
</tr>
<tr>
<td></td>
<td>- Assess how well you have accomplished the learning task.</td>
</tr>
<tr>
<td></td>
<td>- Assess how well you have used learning strategies.</td>
</tr>
<tr>
<td></td>
<td>- Decide how effective the strategies were.</td>
</tr>
<tr>
<td></td>
<td>- Identify changes you will make the next time you have a similar task to do.</td>
</tr>
</tbody>
</table>
### 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**

- 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 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**

- 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

- 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

- Use a synonym or descriptive phrase for unknown words or expressions.

### USE YOUR SENSES

#### Use Images

- Use or create an actual or mental image to understand and/or represent information.
- Use or draw a picture or diagram.

#### Use Sounds

- 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,
<table>
<thead>
<tr>
<th>Use Your Kinesthetic Sense</th>
<th>and/or conversations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--Act out a role, for example, in Readers’ Theater, or imagine yourself in different roles in the target language.</td>
</tr>
<tr>
<td></td>
<td>-Use real objects to help you remember words, sentences, or content information.</td>
</tr>
</tbody>
</table>

### USE YOUR ORGANIZATIONAL SKILLS

<table>
<thead>
<tr>
<th>Find/Apply Patterns</th>
<th>abacus</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Apply a rule.</td>
<td></td>
</tr>
<tr>
<td>-Make a rule.</td>
<td></td>
</tr>
<tr>
<td>-Recognize and apply letter/sound, grammar, discourse, or register rules.</td>
<td></td>
</tr>
<tr>
<td>-Identify patterns in literature (genre).</td>
<td></td>
</tr>
<tr>
<td>-Identify patterns in math, science, and social studies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classify/Sequence</th>
<th>Life cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Categorize words or ideas according to attributes.</td>
<td></td>
</tr>
<tr>
<td>-Classify living things; identify natural cycles.</td>
<td></td>
</tr>
<tr>
<td>-Identify order and sequences in math, science, and social studies.</td>
<td></td>
</tr>
<tr>
<td>-Sequence events in history.</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Take Notes</td>
<td>-Write down important words and ideas while listening or reading.</td>
</tr>
<tr>
<td></td>
<td>-List ideas or words to include in speaking or writing.</td>
</tr>
<tr>
<td>Use Graphic Organizers</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>Summarize</td>
<td>-Create a mental, oral, or written summary of information.</td>
</tr>
<tr>
<td>Use Selective Attention</td>
<td>-Focus on specific information, structures, key words, phrases, or ideas.</td>
</tr>
</tbody>
</table>
## 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  | !          | - Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.  
| (Self-Talk)               | I can do it! |
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?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. As I think about an English word, I imagine or draw a picture of the object/idea the word represents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I make a point of learning words that relate to my life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I group words that are similar or are related in some way</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I hold or point to an object that the English word represents while thinking or saying the word</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I think of an English word that looks or sounds like the English word, and I think about how the meanings are related.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7. I look for structural rules (prefixes, suffixes, roots, etc.) that give clues to the word’s meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I review new words with a classmate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I test myself to see if I have learned the words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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  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