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Strategies to Accelerate Academic Learning for English Learners

**Anna Uhl Chamot
The George Washington
University**

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Objectives

- **Identify academic needs of secondary English learners;**
- **Describe CALLA instructional model to accelerate academic learning;**
- **Identify learning strategies that assist academic content and literacy development.**

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Secondary English Learners

- **Linguistically and culturally diverse.**
- **Differing educational backgrounds.**
- **Variety of approaches to learning.**
- **Range of levels of family literacy.**
- **Different short-term and long-term goals.**
- **Cognitively mature.**

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Academic Needs of English Learners

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

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CALLA Instructional Model

- **RESEARCH-BASED LEARNING MODEL:** *Learning process is mentally active, strategic, based on prior knowledge.*
- **CURRICULUM CONTENT:** *Content topics aligned with National and State Standards.*
- **ACADEMIC LANGUAGE:** *Integrated language development across the curriculum.*
- **LEARNING STRATEGIES:** *Metacognitive awareness, explicit instruction, scaffolding.*

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What is academic content?

- Aligned to national/state standards.
- Cognitively appropriate.
- Content information and content processes.
- Focus: English Language Arts, history, social studies, mathematics, science.

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How does academic content develop literacy?

- Practice in reading and writing across curriculum areas.
- Interaction with authentic texts.
- Development of discipline-specific vocabulary.
- Increased motivation through interesting topics.

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What is academic language?

- Language used during teaching and learning.
- Language in content textbooks.
- Language of literature.
- Language used to communicate new concepts.
- Language of literacy.

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Input: Academic Language and Content Texts

- Literature genres: stories, novels, poetry, biography.
- Informational texts: articles, essays, textbooks.
- Oral texts: teacher, speakers, students, video, TV, film, live performance.
- Personal texts: journals, e-mails, instant messages, letters.

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Output: Academic Products

- Book reports, essays, stories, poetry, biographies.
- Science lab reports.
- Math problem explanations.
- Social Studies research reports.
- Personal experience stories.
- Constructed answers to demonstrate comprehension.

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The Teacher's Role

- Model academic language.
- Add language activities to content lessons.
- Focus on literacy in all content subjects.
- Have high expectations.
- Teach students how to learn.

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Thinking About Thinking: A Model Of Metacognition

Declarative Knowledge:	Procedural Knowledge:
Self Knowledge	➤ Planning
World Knowledge	➤ Monitoring/Identifying Problems
Task Knowledge	➤ Evaluating
Strategy Knowledge	

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What Are Learning Strategies?

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

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What Does The Research Say?

- 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.

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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.

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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.

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Metacognitive Strategies

Planning




- Understand the task
- Set goals
- Organize materials
- Find resources

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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?


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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.



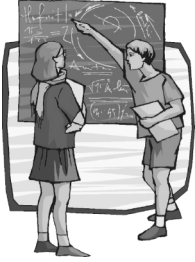
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Metacognitive Strategies

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.




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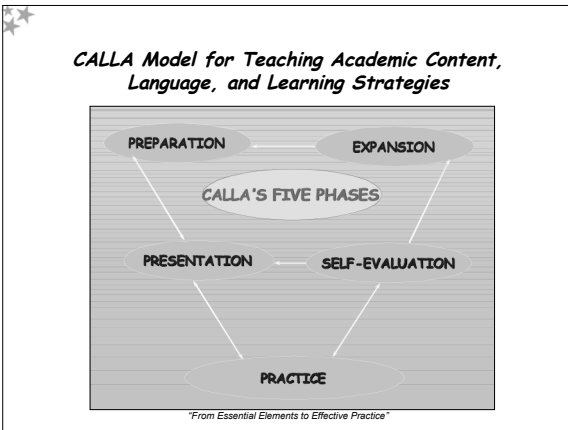
Social Learning Strategies

Cooperation: work with others to:

- complete tasks
- build confidence
- give and receive feedback



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CALLA Instruction Is...

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

The graphic depicts a stylized structure. A thick black line forms a base labeled 'Academic Content'. From the right side of this base, a vertical line goes up, labeled 'Academic'. At the top of this vertical line, a spiral shape is formed, labeled 'Learning Strategies'.

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*For more information, visit
the CALLA Web Site:*

www.calla.ws

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