CALLA

Listening: Week 7
Comparing Academic with General ESL Listening Activities

• Similarities

1. Visual contact with speaker
2. Environmental clues (diagrams, maps, illustrations)
3. A degree of informality
4. Listener has some context
Comparing Academic with General ESL Listening Activities

• Differences

1. Response by listener often not expected
2. Longer and more complex
3. Listeners must cope with different rhetorical forms: examples, explanations, etc.
4. Visuals can add complexity
5. Very specific, low frequency vocabulary
## Processes of Effective vs. Less Effective NNS Listeners

<table>
<thead>
<tr>
<th>Stage</th>
<th>Effective Strategies</th>
<th>Less Effective Strategies</th>
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<tbody>
<tr>
<td>Perceptual</td>
<td>Maintain focus by selective attention</td>
<td>Focus on all words, lose concentration when encountering unknown word</td>
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<td></td>
<td>Strong O.I. skills, good self-monitors</td>
<td>Less intelligible</td>
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<tr>
<td>Parsing</td>
<td>Listen for Larger Chunks, incorporated both top down and bottom up processing</td>
<td>Stuck at word level, had segmenting problems</td>
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<tr>
<td>Utilization</td>
<td>Draws understanding from world knowledge, person experience, self questioning</td>
<td>Makes poor use of schema, deals poorly with ambiguity</td>
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What Research Tells Us About How Successful Students Learn Academic Content

1. Learning is goal oriented
   A. Understand meaning of task--content goals (declarative)
   B. Regulate their own learning--strategic goals (procedural)

2. New information is linked to prior knowledge stored in memory as frameworks or schema

3. Learning requires knowledge organization
   Knowledge organized in recognizable frameworks, such as: story grammars, problem/solution structures, comparison/contrast patterns
What Research Tells Us About How Successful Students Learn Academic Content

• 4. Learning is strategic
  A. Good learners aware of learning process and of themselves
  B. Good learners control learning through learning strategies

• 5. Learning occurs in recursive stages
  A. Planning stage--problem identified, goals set, prior knowledge is activated
  B. Processing stage--new info is integrated, assimilated, used to clarify or modify existing ideas
  C. Consolidation/Extension stage—summarizes/organizes new info, assesses achievement of the goal, and extends learning

• 6. Learning strategies can be developed
The Role of Learning Strategies in Cognitive Academic Language Learning Approach (CALLA)

1. Metacognitive Strategies—higher order executive skills Sample processes include:
   - Selective attention for special aspects—e.g., key words, phrases
   - Planning for the organization of spoken discourse
   - Monitoring attention to a task and degree of comprehension while it’s occurring
   - Evaluating
Learning Strategies in Cognitive Academic Language Learning Approach (CALLA)

2. Cognitive Strategies—manipulating incoming information

Sample processes include:

- Rehearsal
- Organizing or grouping/classifying
- Inferencing
- Summarizing
- Deduction
- Imagery
- Transfer
- Elaboration
Learning Strategies in Cognitive Academic Language Learning Approach (CALLA)

3. **Social/affective Strategies**—involving interaction with another person or ideational control over affect.

Processes include:

a. **Cooperation with peers**

b. **Questioning for clarification**

c. **Self-talk**
What Are Your Learning Strategies?
How Research on Learning Strategies Informs What Teachers Do in a CALLA Classroom

Teachers should:

• 1. provide explicit instruction in learning strategies and academic skill development

• 2. expose students to complex learning tasks involving less contextualized aural and reading content

• 3. use a whole language approach, applying and integrating to content areas
How Research on Learning Strategies Informs What Teachers Do in a CALLA Classroom

• 4. Initiate learning strategy instruction by finding out what strategies students already using.
   
   a. learning inventory  b. think aloud

• 5. Give students many opportunities to practice new strategies until they become procedural

• 6. Help students evaluate their own strategy use
Model CALLA Lesson Plan

• I. Preparation
  
  A. Brainstorming
  
  B. Objectives presented

Learning strategies usually used in this phase:
  – elaboration (students recall prior knowledge)
  – advance organization (students preview lesson)
  – selective attention (focus on key vocabulary)
Model CALLA Lesson Plan

• I. Preparation
• II. Presentation

   New information presented

   Learning strategies used in this phase:
   – selective attention while listening (attending to key ideas)
   – self-monitoring (checking one’s comprehension)
   – inferencing (guessing meaning from context)
   – elaboration (relating new info to prior knowledge)
   – note taking (imagining descriptions or events presented)
   – questioning (for clarification)
Model CALLA Lesson Plan

• I. Preparation
• II. Presentation
• III. Practice
  A. Learner-centered
  B. Teacher acts as facilitator
  C. Cooperative learning

Learning strategies used:
  – self-monitoring (students check language production)
  – organizational planning (planning how to develop reports)
  – resourcing (using reference materials)
  – grouping (classifying concepts, events, terms)
  – deduction (using a rule to understand problem)
  – imagery (diagrams or charts)
  – auditory representation (playing back mentally info presented by teacher)
  – elaboration, inferencing, cooperation (working with peers)
Model CALLA Lesson Plan

• I. Preparation
• II. Presentation
• III. Practice
• IV. Evaluation
  A. Students check level of performance
  Learning strategies used:
  1. self-evaluation
  2. elaboration
  3. questioning
  4. cooperation
  5. self-talk

• V. Expansion Activities
  A. Students apply knowledge to real world
  B. Integrate to prior knowledge
  C. Exercise higher order thinking skills
PREDICTION SKILLS

• A. Teach stock phrases, idiomatic expressions
  1. If it isn’t broken. . .
  2. A penny saved. . .

• B. Show use of stress
  1. It’s the **weight**, not the size. . .
  2. It wasn’t Jack, it was **Jill**.

• C. Review conjunction/signal words
  1. however, because, in order to. . .
  2. not only, but also; either. . . Or

• D. Foreshadowing
  1. The point we are making. . .
  2. There can only be two solutions. . .

• E. Making reasonable guesses
SIOP

• The Sheltered Instruction Observation Protocol
• WIDA, CORE Standards—need for ELL’s to “keep up”
• Bridge between pull out and mainstreaming
Challenges Pointing to SIOP Need

• Wide Spectrum of student backgrounds
• Dual needs of language/vocabulary and content
• Need for academic English:
  expository prose, persuasion, argumentation, take notes
  make hypotheses, predictions, analyze
• How to: cooperate in groups, interpret charts, format outlines, etc.
• Need to adjust to school culture, society
Characteristics of SIOP Classroom

- Integrating language, culture, socio-cultural awareness
- T’s pay careful attention to S’s capacity for working in English, beginning with S’s current level and moving toward target level
- Use of Scaffolding
Types of Scaffolding

1. Adjust speech
2. Adapt text
3. Pre-teach vocabulary, concepts, grammar
4. Make instructional tasks incremental
SIOP

• Theoretical underpinning: language acquisition is enhanced through meaningful use and interaction with content and language learning outcomes woven together.
Elements in SIOP Classroom

I. Comprehensible Input achieved through visual aids, modeling, demonstration, graphic organizers, adapted texts, cooperative learning, peer tutoring, multi-cultural content, vocabulary previews, limited L1 support
Elements in SIOP Classroom

• I C.I.

• II. Supportive environment
  A. promoting risk taking
  B. Linking content to S’s L1 culture
  C. Explicit instruction in functional language skills: how to negotiate meaning, ask for clarification, confirm information, etc.
Elements in SIOP Class

• I CI
• II Supportive Environment
• III. Multiple pathways for S’s to demonstrate understanding of content:
  a. pictorial, hands-on, performance assessments
  b. projects, discussions, portfolios
Elements of SIOP Classroom

• I CI
• II Supportive Environment
• III. Multiple pathways to demonstrate mastery
• IV. Supplemental materials
  A. related readings
  B. graphs, illustrations
  C. realia, software, adapted texts
• V. Often pairing of ESL, mainstream teachers
SIOPP Instructional Observation Protocol

• I. Preparation: lang./content L/Os, supplementary material, meaningfulness of activities

• II. Instruction:
  A. Building Background
  B. Comprehensible Input
  C. Strategies
  D. Interaction
  E. Practice/application
  F. Lesson Delivery
SIOPP Instructional Observation Protocol

• III. Review/Assessment
  A. Review of key vocabulary and concepts
  B. Assessment of learning strategies
  C. Feedback on student output