



ORIGINAL RESEARCH PAPER

Education

TEACHING–LEARNING ENGLISH LANGUAGE THROUGH CALLA (COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH)

KEY WORDS: Cognitive Academic Language Learning Approach, Learning Strategies, Achievement.

Dr. Kavita*

Assistant Professor Dept. of Education, Forte Institute of Technology, Ch. Charan Singh University, Meerut. *Corresponding Author

ABSTRACT

English language learning students face many challenges in learning this language and achieving academic achievement. The purpose of this article to overview the Cognitive Academic Language Learning Approach, an instructional model that helps students in learning English language. The Cognitive Academic Language Learning Approach (CALLA) is developed for the students who are participating in main stream content area instruction. Through CALLA learners are taught to use effective learning strategies to achieve academic achievement, comprehension and retention of language skills and concepts in the content area instruction in English, Science Mathematics and other core subjects. The present article first discusses the rationale and theoretical background of CALLA, role of learning strategies followed by five phases of this model that fosters the academic achievement of students.

"Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own".

—Nikas Kazantzakis

INTRODUCTION:

English language learning students face many challenges to learn English language and to achieve their academic achievement who are learning through the medium of English as a second language. Not only they have to learn academic English but they must also learn subject content and skills. Learners are now expected to achieve the goals of national and state levels as English language learners, learning strategies can help students meet these goals.

Cognitive Academic Language Learning Approach (CALLA) is developed particularly for the students speak and write limited English. Anna Uni Chamot and J. Michael O' Malley should be credited for this approach. CALLA is based on the cognitive approach in which students are mentally active participants in teaching learning process. Cognition refers to mental activity, which includes thinking, remembering, learning and using language. When cognitive approach is applied to learning and teaching process, it focuses on the understanding of information and concepts, break down the connections between concepts and rebuild with logical connections. CALLA is a model of combining cognitive theory with lesson planning and learning strategies to develop content to build academic fluency and help the students who are struggling in applying language learning strategies and skills in learning academic fluency. It enable students how to learn language more effectively and efficiently so that they enable to participate in content directed instructions. It is an instructional model that was developed to fulfill academic needs of the students learning English as a second language. It helps the students to use learning strategies to comprehend and acquire language skills and concepts in the content areas and become academically more successful.

Chamot, A U.(1995) studied the implementation of CALLA related science and mathematics programs for secondary English language learning students of Arlington Public School with respect to program goals, curriculum and material development. About 450 students participated in mathematics and 410 students in science program. The purpose was to improve students' achievement in both content areas and language learning. CALLA program has explored many approaches to evaluate students achievement in content knowledge and skills, academic language learning and using language learning strategies. A longitudinal study was conducted to examine the impact of CALLA mathematics and science program. The results of both programs indicate

that the learners are accelerating their learning in both subjects and enhancing their academic language proficiency.

Montes, F (2002) studied the implementation and assessment of the content area program enhancement (CAPE) model based on CALLA to Foster a collaborative environment among teachers, administrators and to improve achievement of English language learners. His study examined in terms of goals instructional support, administrator and teacher program critical assessment and students assessment through Texas Assessment of Academic Skills. The CAPE approach was found effective with English language learning students. The program was found effective in improving the students' scores in both domains.

Albashtawi (2019) examined the "Effectiveness of cognitive academic language learning approach on the improvement in academic reading achievement of Jordanian undergraduate EFL students, who were divided into experimental and control groups. Data were collected by conducted academic reading test and group interviews. Experimental group were taught through CALLA, on the other hand, students in control group were taught by using conventional method .SPSS package program was used to analyze Quantitative data, thematic analysis was applied to analyze qualitative data. The result revealed that students' reading achievement increased only in the experimental group. Students' overall perceptions found positive on the effectiveness of CALLA. Thus, the study revealed the significant effect of implementing of CALLA in EFL academic reading achievement.

The main goal and objectives of CALLA

The focus of CALLA is to facilitate students the opportunity to learn a new language independently and become a self-directed learners.

The main objectives of CALLA are:

- To place value on what the students previously know as well as their cultural understanding, experiences and using this knowledge in their academic achievement in English language.
- To develop the awareness for the language that they are learning
- To learn the content and language skills to enhance their academic achievement.
- Choosing appropriate strategies of language learning that also can enhance both their learning skills and academic achievement.
- To develop the ability to work in a group setting successfully.
- Using specific steps that require hands-on instructions to

learn.

- To develop motivation achievement for academic studies and the confidence to complete their academic programme successfully.
- Evaluate their own learning progress and making plans on how they can become more effective and independent learners.

Role of Learning Strategies in Learning through CALLA

According to cognitive psychology, learning is a process of discovery, perception, practice and internalization of learning material. Cognitive approach of learning lays stress on meaningful learning and higher mental processes in learning perception, imagination and thinking. Learning strategies play an important role in such processes. Achievement of students depends upon how intelligently they use these strategies and become more self-directed.

Learning strategies have been defined by several researcher s, but Oxford, R.(1990-92) defined these strategies most comprehensively," Learning strategies are specific actions, behaviours, steps or techniques that students use to improve their progress in developing language skills. These strategies can facilitate the internalization, storage, retrieval or use of new language"

Following are the learning strategies students use to learn through CALLA:

Metacognitive Strategies: are "higher order executive skills that may involve planning for learning, monitoring and evaluating the learning activities." They include activities such as:

- Planning for the task
- Organizing learning material
- Direct attention
- Selective attention for special tasks
- Monitoring attention to a task and comprehension degree
- Evaluating one's own success and modifying learning strategies

Cognitive Strategies: are strategies limited to specific learning. These strategies help to develop true understanding of learning process through direct manipulation in incoming information. They include activities as:

- Repetition of new learning concepts verbally and visually
- Organizing or grouping new words
- Note-taking
- Summarizing important concepts in their own words.
- Deduction thinking
- Imagery
- Transfer unfamiliar information into more manageable learning material
- Elaboration of prior knowledge

Socio-affective Strategies: involve interaction with others and manage the attitude, feelings and anxiety level of the learner. They are called self-motivational strategies. They may contribute indirectly to learning. These activities are:

- Working with peers to solve the learning problems
- Questioning to clarify the doubts
- Self-talk to lower the anxiety while learning.

The Five Phases of CALLA Model

CALLA provides a five phase framework for teaching language learning strategies. All the five phases of CALLA are very important as a teacher's view, if focuses on the students self-regulated learning and achievement. The five phases are: PPPEE (Preparation, Presentation, Practice, Evaluation and Expansion).

Preparation:

Preparation is the important phase in CALLA. In this phase we need to know our students background, Teachers need to find

out the students previous knowledge of the topic and evaluate their current use of learning strategies. Teachers can diagnose the needs of their students for strategies instructions.

Preparation stage includes following activities:

- Classroom discussions about strategies using by the students.
- Group or individual interviews about strategies students use for learning the language.
- Think-aloud sessions.
- Questionnaires or checklists about strategies.

Presentation:

Finding out the previous knowledge of students the teacher talks about the characteristics, usefulness and applications of these strategies by explaining and modeling learning strategies. This modeling helps students to monitor themselves working successfully on the particular task.

Practice:

In this phase students need to practice what has been presented to them to experience on specific learning task. In doing so, they can evaluate themselves. The practice is usually done collaboratively for example, students can do following activities:

- Read a story,
- Describe any image that story evoked,
- Discuss any unfamiliar words and try to expose the meanings from context clues, and
- Finally summarizing the main idea of the story.

Evaluation

This phase provides students the opportunities to evaluate their own learning in using learning strategies and aware them about their own learning process. The following activities include in self-evaluation:

- Discussions after strategies used.
- Recording the results.
- Making checklists of strategies used.
- Writing open-ended questionnaire.

Expansion:

At this stage students make decisions about the most effective strategies that they identified in learning process. They use these strategies in new situations in other classes and make their own individual combination and interpretation of these learning strategies. By this stage, students use these learning strategies independently and able to regulate their own learning.

Conclusion:

An important feature of CALLA model is that the needs and thoughts of students are central to all instructional sequence. The sequence guide students towards increasing levels of self-regulating learning and fostering attitudes of academic self worth. Ongoing monitoring of students use of both instructed and individually developed strategies is essential if teachers are to scaffold their instructions successfully. Teacher should continually assess how their students use these strategies effectively and independently. When students are able to use these strategies without prompting, they need to explore and experiment broad range of new strategies, new applications and new opportunities for self-regulated learning.

REFERENCES:

1. Albashtawai, A.H.(2019) Improvement of EFL Students' Academic Reading Achievement Through Cognitive Academic Language Learning Approach: Reading Psychology Journal, volume 40,2019
2. Chamot, A. & O. Malley (1994) CALLA Handbook: Implementing the Cognitive Academic Language Learning.
3. Kagan, S. (1989) Cooperative Learning Resources for Teachers. San Juan Capistrano Calif:Resources for Teachers.
4. Michael J. (1988) The Cognitive Academic Language Learning Approach

(CALLA), Journal of Multilingual and Multicultural Development, Vol. 9: 1-2, 43-60.

5. Montes, F. (2002) Enhancing Content Areas through a Cognitive Academic Language Learning Based Collaborative in South Texas, Bilingual Research Journal, 26:3, 697-716, DOI.
6. Mokhtari, K. & Richard C.A. (2002) Assessing Students Metacognitive Awareness of Reading Strategies, Journal of Educational Psychology, 94 (2), 249-259
7. O'Malley, J.M. & Chamot, A. (1993) Learning strategies in Second language acquisitions, Cambridge University Press.
8. Zhang L.J. (2001) Awareness in reading: EFL Students Metacognitive Knowledge of Reading Strategies in an Acquisition Poor Environment Language Awareness, 10, 268-288.