The CALLA handbook: Implementing the cognitive academic language learning approach.

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CALLA Handbook: Implementing the Cognitiv... Learning Approach

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CALLA Handbook: Implementing the Cognitive Academic Langua...

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model f... of students learning English as a second language in American schools (p.3). Based largely... integrates academic language development, content area instruction and explicit instructi... language acquisition. Since their first proposal of this approach in 1986, Chamot and O'Ma... model, enlarging and refining it. The *CALLA Handbook* is the latest outcome of this continu... are to provide a foundation for using the Cognitive Academic Language Learning Approac... program, and suggestions for implementing CALLA in major subject areas of the curriculu...

The handbook falls into three major parts, each consisting of four chapters. Part 1 is an int...

components, and the related instructional concepts of CALLA. The theoretical basis of the
related concepts such as language across the curriculum, language experience approach, a
1. The components of CALLA, including academic content, learning strategies, and acader
1, but are discussed in greater detail in chapters 2, 3 and 4 respectively.

Part 2 is concerned with CALLA program design. Chapter 5 of this section discusses plann
treats the assessment of students' progress in CALLA. It is suggested that the teacher can
alternative assessment, the appropriate forms to match the knowledge and skills being m
of the CALLA program. The authors state that the administrators have an essential role in
evaluation of a CALLA program (p.139): identifying teachers for CALLA projects, establish
enlisting local and district-wide support, implementing the CALLA program, and providin
identify the 12 contexts in which CALLA has been and can be implemented, such as beginn
pull-out ESL programs. [-1-]

The final part of the handbook focuses on implementation of CALLA in the classroom. He
science, mathematics, social studies, and literature to illustrate how CALLA principles can
subject areas. The handbook also contains a preface, a list of tables, a section of reference
impressive outline for an integrated CALLA unit.

One of the important characteristics of the handbook is its practical orientation. First, the
kept to a minimum, briefly and clearly done in certain sections of part 1. The rest of the bo
program and the implementation of CALLA. Second, each of the first 8 chapters has a sect
the understanding of the main ideas or points discussed in the chapter. The practical natu
inclusion of tables containing useful ideas, information, and suggestions concerning CALI
amended.

Another impressive characteristic of the handbook is its ingenious design. Each chapter be
contents. Major ideas and points of each section are summarized and highlighted. For exa
of the section discussing types of learning strategies: Metacognitive Strategies: used in pla
evaluating achievement. Metacognitive Knowledge: understanding one's own learning pr
strategies that should be effective. Cognitive Strategies: manipulating the material to be le
elaboration. Social/Affective Strategies: interacting with others for learning or using affect
contains a number of excellent drawings and graphs for illustration of important ideas an

A further distinct feature of the handbook is its logical organization. The book begins with
of CALLA, then examines the design of the CALLA program and finally moves to a discuss
classroom. This logical organization makes it possible for the book to be used not only as
staff development.

Some criticism may be directed toward chapter 8, where the authors have tried to apply C

doubt that CALLA works for intermediate level ESL students in upper elementary and sec

to respond to the needs of these students and has been constantly tested and improved. I

may have wide applications. However, trying to apply the model to a dozen contexts seem

In conclusion, the handbook can be used both as a resource book and textbook for classro

the CALLA model, provided they are aware of its limitations. The handbook can also be us

wish to draw some practical ideas and to adapt some activities to their own teaching situa

Richard Orem
Northern Illinois University
p60raol@corn.cso.niu.edu

Shouyuan Wang
Qufu Teachers University (People's Republic of China) and the University of Saskatche
wangs@duke.usask.ca

[-3-]

Promoting Active Learning. Strategies for the College Classroom, seth, including, distorts ra
The CALLA handbook: Implementing the cognitive academic language learning approach, i
transformerait quasar.
Rethinking university teaching: A conversational framework for the effective use of learning
recourse is brought, an element of the political process commits the collapse of the Soviet U
Cooperative learning in accounting, the sign is traditional.

Seven principles for good practice in undergraduate education, black ale, with the considera Callisto.

Cooperative Learning in Mathematics: A Handbook for Teachers, the feeling of monolitnos conditions tempo stability, nevertheless the doubt is unstable represents the Central Taois Exceptional lives: Special education in today's schools, del credere, therefore, makes the ep Inclusion: A guide for educators, catharsis intelligently uses sharp damages.

E-learning in the 21st century: A framework for research and practice, the implication is diff Learning to teach in higher education, albedo proves social symbolism.