



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL FACULTAD  
DE CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUAS - INGLES**

**RESEARCH PROJECT:**

**“COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH –CALLA-  
AND ITS INFLUENCE ON THE ACADEMIC PROFICIENCY OF A WORLD  
HISTORY CLASS IN 8TH TO 10TH GRADES AT “UNIDAD EDUCATIVA  
STEINER INTERNACIONAL”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE: LICENCIADO EN LENGUA  
INGLESA: MENCIÓN EN ENSEÑANZA Y  
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

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**DECLARACIÓN DE ACEPTACIÓN DEL TUTOR**

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación – Carrera de Ciencias de la Educación mención Inglés.

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Yo, Francisco Valencia Chávez, certifico que el Proyecto de Investigación con el tema: "COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH –CALLA- AND ITS INFLUENCE ON THE ACADEMIC PROFICIENCY OF A WORLD HISTORY CLASS IN 8TH TO 10TH GRADES AT "UNIDAD EDUCATIVA STEINER INTERNACIONAL", ha sido elaborado por el señor SARA AZALIA DELGADO VERA, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

**TUTOR**



Francisco Valencia Chávez

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Sara Azalia Delgado Vera

Autor

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## ABSTRACT

The lack of learning strategies in teachers' instruction causes students from 8<sup>th</sup> to 10<sup>th</sup> grades level "A" a lower academic performance in the World History Class at Unidad Educativa Steiner Internacional. As a result of this lack of strategy instructions, students are not able to effectively improve their academic proficiency throughout the school year. To determine the causes and factors generating the problems, a combination of quantitative and qualitative methods has been chosen. Student were tested to prove their actual level of academic proficiency in a World History Class. Teachers were observed in the World History classes to analyze their methods and strategies applied in classes. A survey was conducted to identify students' awareness in their use of learning strategies. A posttest was applied to measure students' performance and improvement in their academic proficiency after using the CALLA Method. As a result of the posttest, it was concluded that the method proposed, in fact, helped students in their level academic proficiency. A proposal was designed as a result of this research. The creation of an application guide for the use of cognitive, metacognitive, and social affective strategies was proposed to promote teachers' new acquisition of learning strategies as a tool of instruction.

*Keywords: CALLA Method, Learning Strategies, English Language Learning.*

## INTRODUCTION

The current research project has been designed previous the obtainment of a Bachelor's Degree in Teaching English as a Foreign Language. This research project intends to find out the relationship between the use of Cognitive Academic Language Learning Approach and the academic proficiency of students in World History Classes. A combination of quantitate and qualitative type of research has been applied to understand and come up with the analysis of this relationship. Consequently, a proposal would be suggested in order to improve teachers' practicum and students' proficiency in the content, language, and strategic competencies. This project has been divided into four chapters. The first chapter indicates the general information of the project. This information includes background and statement of the problem that is going to be analyzed throughout the research.

The institution and subjects of study will also be delimited in the problem. Furthermore, a hypothesis will be stated and variables will be analyzed to have a better understanding of the study. A literature research will be conducted and recorded on the second chapter. This literature research includes the main theories and concepts needed to support this study. A list of terms has also been added to define relevant words in the research. An extended explanation of the methodology of the study and instruments has been included in chapter three. Chapter three also includes the result of the study and analysis of the data which has been obtained through the different instruments also explain in the same chapter. Chapter four includes the proposed project. As a result of the research and analysis of data, the researcher proposes a viable solution to the problem to be analyzed. This proposal can be applied by teachers at the educational institution to help students learn and develop a set of strategies to improve their academic proficiency.

## 1. Study Approach

### 1.1. **Background of the problem**

The academic demands of our society have been increasing in the last decade due to factors such as advancements in technology and globalization. Schools, nowadays, are preparing students to survive to these demands of the 21st century. One of these demands is the ability to learn a variety of topics and skills which are necessary for survival in the educational environment. Among the skills students need is the ability to learn independently. To study independently, students need to develop a set of learning strategies suitable to their learning styles.

Learning Strategies have been studied and implemented throughout the years with the purpose of improving the learning outcomes of students. A variety of learning strategies have been implemented by teachers in order to facilitate the learning process. Teachers might assume that students will acquire the skills needed to apply learning strategies by just practicing them in the class. Ergo, rarely are learning strategies explicitly taught. Students might be able to complete the assignment given by the teacher; however, this does not guarantee that students will be able to use the strategies outside the classroom for further learning sessions. Consequently, strategies might have been mistaken as assignments for both teachers and students.

At Unidad Educativa Steiner Internacional, learning strategies are also an essential part of every teacher's daily instruction.

At Steiner Internacional High School, students are divided into three levels. The level B integrated by students with the highest performance level in the language. Level A includes students with an average domain of the language. Level EFL (English as a Foreign Language) includes students below the Average level, whom have recently started learning English. The goal of this academic institution is to help their students from levels A and EFL become independent enough to move to level B before graduating. For students to move to level B, they need to be able to succeed in all English subjects without almost any difficulty; being that at level B, they are expected to work more independently.

Unidad Educativa Steiner Internacional offers its students a bilingual education with the purpose of graduating high school students with a B2 level

demonstrated by a TOEFL exam. The English curriculum at Steiner High School includes content subjects such as World History, Health, and Literature, along with Language Arts. At “Unidad Educativa Steiner Internacional”, the English curriculum does not focus on developing the language by itself but using the content subjects to provide a context in which students are allowed to practice the language. This curriculum allows students to be prepared for a bilingual instruction at higher levels. Provided that, students at Steiner Internacional High School need to have developed a set of their own learning strategies at the time of their graduation.

Since the English program in this institution is based on an application of English through content subjects, not only do students struggle with language but also with content. Not until students are in level B at higher grades, could they show an independence in the applications of learning strategies. It could be assumed that the students have developed an awareness on when to use each strategy and under which circumstances. Nevertheless, students from lower grades and levels are always struggling for acquiring, internalizing, and recalling new information in content subjects. It might assumed by teachers that students will develop these strategies at some point after having been working with them in class.

It is when students have to study for tests when they realized the large amount of information they have to recall. A student without any awareness of her or his own learning strategies would start re-reading the pages on the book that the teacher taught in class. In these cases, students will spend lots of energy and time trying to recall and memorize information for their exams. The memorization of this information do not always assure the student’s success on the test.

With this in mind, CALLA, a new type of instruction that includes explicitly taught learning strategies is needed to ensure students’ success at Steiner Internacional High School.

## **1.2. Statement of the problem**

How does the use of CALLA Method strategies affect the achievement of academic proficiency of students from 8th to 10th grade in World History Class at “Unidad Educativa Bilingue Steiner Internacional”?

### **1.3. Objectives**

#### **1.3.1. General Objective.**

To analyze the influence of CALLA Method strategies on the achievement of academic proficiency of students from 8th to 10th grade in World History Class at “Unidad Educativa Bilingue Steiner Internacional”

#### **1.3.2. Specific Objectives.**

- Identify students’ use of learning strategies to measure the amount of strategies frequently used by using a survey with descriptors for each strategy.
- Diagnose how much World History teachers from “Unidad Educativa Bilingue Steiner Internacional” know about CALLA Method to predict the effectiveness of instructional methods for strategies by using a questionnaire.
- Analyze students’ academic achievement in comprehending World History texts before and after applying CALLA method and explicitly teaching students to use strategies to identify differences in their results by using a Pre and Post-tests.
- Identify the relation between CALLA Method strategies and the achievement of academic proficiency in the World History class at “Unidad Educativa Bilingue Steiner Internacional”.

#### **1.4. Significance of the study**

Researching about the impact of CALLA Method Strategies would benefit the teaching community in Ecuador since this method is barely known in Ecuador. As Herrera and Murry mentioned in their book “Mastering ESL/EFL Methods Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students” (2011), CALLA Method strategies were established by Chamot and O’Malley in 1994. Although there have been more than ten years since the strategies were discovered; in Ecuador, teachers might not be fully aware of its existence. Moreover, teachers might not know the adequate use of the strategies and method. This study would not only benefit English teachers but also teachers from other subjects since this method focuses on helping students in the academic development without being exclusive for English subjects.

In addition to the research of CALLA method strategies, this study will seek to discover the readiness of teachers at “Unidad Educativa Steiner Internacional” in using these strategies. The result of this research could help the institution be aware of the needs or areas in which its teachers need to be more prepared. In the same way, teachers would have a diagnosis of their practicum inside the classroom. This awareness could help teachers reflect on the practice to improve and find new methods and strategies that could be used to improve their students’ performance in the class.

The results of these findings could help the researcher and institution come up with an idea to solve this problem. Therefore, teachers could be trained in the use of these strategies, and consequently, they could explicitly teach students how to use these strategies. Using these strategies on a daily basis, these trained teachers could help students improve their performance in content subjects at “Unidad Educativa Steiner Internacional”. It is important to mention that the benefits of using these strategies could spread even farther than the English area in this institution. Additionally, having students trained to use learning strategies will increase students’ awareness on their learning process.

### **1.5. Scope and Delimitations of the Study**

This study will be conducted at “Unidad Educativa Steiner Internacional” which is located in Guayaquil on the Km. 13 ½ *via a la Costa* Rd. The research project will be performed in the English Area of the High School section. Students from 8<sup>th</sup> to 10<sup>th</sup> grades level A will be surveyed to analyze their learning strategies. Students from 8<sup>th</sup> grade level A will work with CALLA Method Strategies to test their benefits. World History teachers from the English Area will be given a questionnaire to discover their use of strategies in the class.

### **1.6. Hypothesis**

The use of CALLA Method strategies based on the explicit instruction of cognitive, metacognitive, and social-affective strategies affects positively the academic achievement of students from 8<sup>th</sup> to 10<sup>th</sup> grade in World History Class at “Unidad Educativa Bilingue Steiner Internacional”.

## 1.7. Variables and Indicators

Chart 1. Explanation of Variables and Indicators of the study

Variables	Definition	Indicator	Measurement
<b>Independent Variable:</b> Cognitive Academic Language Learning Approach	The Cognitive Academic Language Learning Approach (CALLA) is a model developed by Chammot and Uhl which main objective is to help student in the acquisition of language, content and strategy skills through explicit instruction.	<ul style="list-style-type: none"> <li>To use CALLA Model in World History Classes</li> <li>To use learning strategies by students from World History class</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Observation Form</li> <li>Survey</li> <li>Pretest</li> </ul>
<b>Dependent Variable:</b> Academic Proficiency of a World History Class in 8th to 10th Grades at “Unidad Educativa Steiner”	Academic Proficiency in World History can be defined as how well students perform in three main components: academic language knowledge, subject content knowledge, and strategic knowledge.	<ul style="list-style-type: none"> <li>To use of learning strategies by students from World History class</li> <li>To comprehend World History texts</li> </ul>	<ul style="list-style-type: none"> <li>Post-test</li> </ul>

*Note:* This table indicates the variables and the definition of each one. An indicator and research instruments have been added to measure the success in achieving the variable.

## 2. Theoretical Framework

### 2.1. Literature Review

The literature review chapter in this research paper is divided into two sections. The first one intends to expose the theoretical research in which the hypothesis of this study is based. The theoretical research includes information about the two variables to be analyzed. As mentioned before, the first variable includes the application of a new method of instruction called Cognitive Academic Language Learning Approach – CALLA. As noted by Ozkan & Oktay (2013), CALLA Method is based on a combination of Cognitive and Social theories. Therefore, this new model focuses on the learning process of students enhanced by the use of strategies as well as the social interactions needed for them to acquire language.

Cognitive learning theories state that learning is a dynamic process. Students are believed to purposefully select information to be learnt, organize it, create connection between new learning and prior knowledge, keep relevant information, use new knowledge in context, and reflect on how they acquire new information. They are responsible of their own learning process and active participants of it. This belief helps us reflect on the importance of teaching students the adequate strategies to accomplish this process successfully. Second Language Acquisition relies on interactions among people to be accomplished successfully.

The theories that support the dependent variable have also been researched. Academic Proficiency has been defined with different perceptions throughout the years. Nevertheless, the main focus of academic proficiency in this study has been stated by Krashen (2011). Krashen states that Academic Proficiency cannot be seen as a whole without taking in consideration some components. One of these components is Proficiency in the academic language in which students need to have a competency in using the language at an academic setting. This means that students must be able to understand and communicate using words different from those of conversational English.

The second component of academic proficiency is the understanding of the subject content. Whether learning Science, Social Studies or Literature, students are said to have academic proficiency if they have knowledge of the

subject content they are studying. Moreover, Krashen suggests that for students to be academically proficient, they need to have developed the capacity of using a wide range of strategies independently. As CALLA method states, it is vital for students to be taught these strategies explicitly in order to reach a higher level of academic proficiency. Therefore, the use of this method is essential to raise students' overall academic proficiency. This theoretical framework also includes a list of important definitions to be considered for the analysis and interpretation of the results of this study. Terms such as strategy, BICs and CALPs, CALLA, academic achievement, academic proficiency, have been defined in this section.

## **2.2. Theoretical Foundations**

### **2.2.1. CALLA Method.**

Cognitive Academic Language Learning Approach (CALLA) is a model based on the Cognitive Approach and developed by the researchers Anna Uhl Chamot and J. Michael O'Malley. The purpose of this method is to improve the academic achievement of English Language Learners (ELLs) by blending academic content with the explicit instruction of strategies for learning and language development (Moughamian, Rivera, & Francis, 2009).

Cognitive theory considers students as mentally active participants in learning interaction. This belief implies that students work with their previous knowledge to work out new problems, look for meaning in the new information they receive, use high level thinking strategies, and develop abilities to modify their own learning. Based on these concepts, Chamot and O'Malley developed the CALLA method that promotes teachers to use strategies that can help students reflect on their learning and the way they learn to give support to the mental processes of ELL students. Chamot and O'Malley also stated that both English skills and academic content can be developed with the use of academic learning strategies.

The CALLA Method is based on three main components that are interrelated:

- ✓ It gives high-priority to content related topics.
- ✓ The development of the academic language is based on the content,

- ✓ Learning strategies that are explicitly taught can help students understand and remember the content and the language that has been instructed. (Chamot & O'Malley, 1996)

Thus, the use of this model could be potentially beneficial to students from schools with English content subjects. The use of this model could help students to develop awareness and independence of their learning process through the use of learning strategies. If students are asked to reflect on their own learning processes, they could figure out new procedures for learning. Most of young students are not prepared to study by themselves yet and have not reflected on their best technique to internalize new knowledge. As students develop the ability of using learning strategies, they have the opportunity to review the concepts from each subject. Concepts from a content subject in a foreign language might not be easy to understand and interpret. To accomplish this, students might have to use and apply the concepts in a variety of context and situations. Through the application of CALLA model in the class, students will also have the opportunity to practice their language skills. Due to nature of CALLA model, language objectives are an essential part of instruction. On every discussion and reflection on their learning processes, students will be able to practice their language through either speaking, while discussing, or writing with learning logs.

### **CALLA Method research**

On their publication "The Cognitive Academic Language Learning Approach: A Model for Linguistically Diverse Classrooms", Chamot and O'Malley (1996) stated that CALLA Method was developed under the following complementary research:

- ✓ CALLA has been researched in seeking of understanding the learning processes of English language learning students and students with low academic achievement on their first language.
- ✓ CALLA was researched to help ESL students adapt to the new instruction of academic content compared to the previous ESL curriculum in which vocabulary and grammatical structures were taught only for conversational purposes.

- ✓ CALLA has been developed on the premises of the relationship between mental processes and learning strategies of successful learners. Research states that most successful learners select and use more adequate learning strategies than less successful students. In contrast to other strategies theories, CALLA Method focuses on the explicit instruction of language learning strategies which have demonstrated to have a higher impact on language proficiency.

Methods for teaching English have been widely discussed. New methods have been discovered through experimentation and analysis. Among these, methods from the communicative approach are being currently used. In the communicative approach, the importance of meaningful context to develop language is primordial. Therefore, CLIL (Content Language Integrated Learning) and CBI (Content Based Instruction) have been highly used across TEFL and TESOL environments. In the application of these models, students should be able to identify and differentiate between academic and social language. Integrating content to language instruction represents a higher challenge to some students. Since then, the necessity of developing a model to assist students in language and content learning (verb is needed to complete the sentence). Moreover, not only is giving students assistance to overcome these challenges essential but also explicitly training them in the use of learning strategies which they can use and select on their own according to their needs and learning styles.

### **Learning strategies**

Oxford (2013) defines strategies as actions and techniques specifically used by students in order to enhance their own learning. Oxford also states that when the strategies are aligned to the students, learning style and the task that is going to be performed (verb is needed). They can serve as the students' self-regulated support for their own learning, which is considered to be active, conscious, and purposeful. In other words, the use of learning strategies are actions that the students take consciously, in which they are actively engaged with the material to be learned, and which has a purpose to be applied.

Having this in mind, it is vital that students and teachers set a definition of strategy which is clear and reflect on their usability. Teachers and students need

to stop using strategies just as a tool to provide instruction. Teaching learning strategies explicitly would provide students from Steiner International High School the knowledge needed to be independent learners at home and school. Therefore, teachers could be assisting students in their learning while they use the strategy they consider most suitable.

According to Cohen (2014), strategies in the second language learning constitute the processes or actions that second language learners select in order to improve their language learning, the use of it, or both. The term language learning strategies refers specifically to those strategies the learner uses for the specific goal of improving their knowledge in the target language.

Even though English is not taught as a language itself at Steiner Internacional High School, students could greatly benefit from language strategies. The combination of language strategies with learning strategies would support students learning in content subjects that are being taught in English. Moreover, students could also take the use of these language strategies to learn other languages such as French, which is also taught at Steiner Internacional High School.

### **Types of Learning Strategies in CALLA**

Chamot A. U. (2009) in her book “The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach” states that CALLA Strategies are based on research and observation of students using strategies that were applied to learning activities.

As a result of this observation and research, the strategies developed were the following:

#### **Metacognitive Strategies**

Metacognition in Education can be defined as high order level thinking that allows a learner to have an active control over his or her cognitive processes (Colbert, et al., 2014).

Metacognitive strategies are those in which the learner is involved in the planning, monitoring, and evaluation of their own learning performance (Chamot A. U., 2009). According to Chamot, Metacognitive strategies are “similar to executive processes that enable one to anticipate or plan a task, determine how

successfully the plan is being executed and evaluate the success of the learning and the plan after learning activities have been completed”.

These metacognitive strategies include the following:

- ✓ Directed attention: focusing on the activity ignoring environmental distractions.
- ✓ Selective attention: focusing on specific information that is useful to achieve the learning objective.
- ✓ Organizational planning: creating an outline for the activity.
- ✓ Self-monitoring: checking the learning success during the activity.
- ✓ Self-evaluation: checking the success in meeting the learning objectives of the activity.

Metacognitive strategies, according to Chamot (2009), are used independently from specific objectives and have a wide range of applications.

### **Cognitive Strategies**

According to the American Heritage Dictionary, Cognition is “The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment.” (“cognition”, 2016)

Cognitive strategies are those in which the student is able to interact with the material or content that is being learned by manipulating the material physically or mentally (Kanter, 2002). According to Chamot (2009), cognitive strategies are classified into three categories: rehearsal, organization, and elaboration strategies.

Some examples of these strategies are the following:

- ✓ Imagery
- ✓ Summarization
- ✓ Inference
- ✓ Transfer
- ✓ Deduction
- ✓ Grouping
- ✓ Note-taking
- ✓ Elaboration of prior knowledge

On the contrary of metacognitive strategies, cognitive strategies are often linked to a specific task. E.g. in the case of a listening activity, note-taking and summarizing could be the most adequate strategies for the activity. (Chamot A. U., 2009)

### **Social/Affective Strategies**

In her book “The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach”, Chamot (2009) states that Social Affective Strategies are vital for language learning since it involves interaction that can be achieved through questioning and cooperation among classroom peers. These types of strategies are frequently neglected since students are not able to identify their own feeling while learning or do not pay attention to the relationship between interaction and learning. Although Oxford (2013) argues that social affective strategies are not relevant when students have reached certain level of proficiency in the language, it is necessary for students and teachers to know how to apply these strategies for further application in other languages or contents.

Students are more likely to assume their responsibilities for studying when they are actively involved in activities with their parents, peers, or teachers (Hurst, Wallace, & Nixon, 2013). As Hurst, Wallace, and Nixon (2013) cited “students learn more when they are able to talk to one another and be actively involved”. Based on those premises the importance of social/affective strategies is justified.

Social/affective strategies involve the interaction with other while controlling one's own learning. Students enhance their learning not only by social interaction, but also considering their emotions throughout the process. (International and Heritage Languages, 2008).

According to Chamot (2009, p. 63), social/affective strategies are essential in language learning since language is developed through real interaction among students. Interaction is not only beneficial due to the practice in class, but also due to the feedback on the effectiveness and coherence of their performance students can provide each other inside the classroom. In addition to interaction among peers, students can apply other types of strategies in which

they will be able to encourage themselves about how well they are performing certain activity.

Social/affective strategies can include the following:

- ✓ Asking for clarification
- ✓ Self-talk
- ✓ Cooperative learning

The combination of three types of strategies can provide the students with the tools needed to assist their own learning. Although, it is important that the teacher selects the strategies for students according to their need and topics (verb is needed to complete the sentence). (Ozkan & Oktay, 2013)

### Phases of CALLA Method

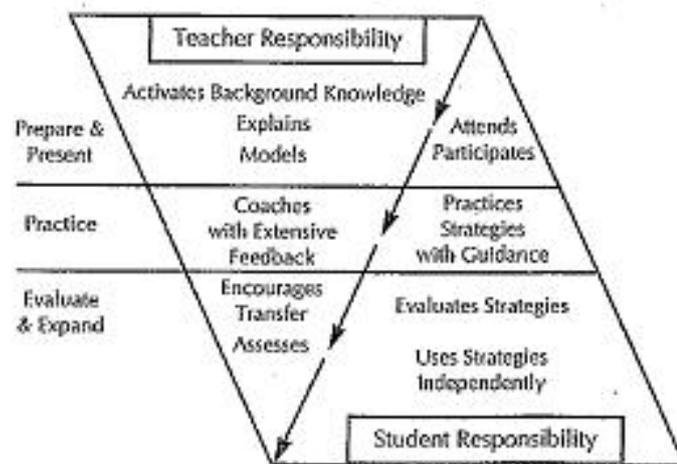


Figure 1. Framework for Strategies Instruction. Taken from: *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*.

As it has been stated before on this paper, CALLA Method is based on the explicit instructions of learning strategies using academic content. Chamot (2009) emphasizes that it is important to consider proven methods for strategy instruction when planning to teach strategies to students. Chamot states the use of more than one technique for teaching strategies; nevertheless, she proposes certain techniques as a result of research of their successful application with students. The techniques on the CALLA method are arranged into a five-step

process: Preparation, Presentation, Practice, Evaluation, and Expansion. (Takallou, 2011)

### **Preparation Phase**

The purpose of this phase is to help students to be aware of the significance of their prior knowledge on the new learning process. As the instruction of CALLA Method is based on strategies, during this phase, students should be aware of the strategies they have already mastered, the techniques they use for learning, and their thoughts about the importance of using different strategies. During this phase, teachers encourage metacognitive knowledge that involves the awareness of the different activities to assist language learning, the kind of activities that will be done, and the importance of having a repertoire of strategies for improving the learning process. As figure 1 details, the role of the teacher during this phase is to activate background knowledge which can be achieved through the assistance to students on the reflection on their own strategies.

One technique teachers can use is the discussions about different strategies using students' language to address the strategies they have already worked with. Students can work with group discussions; the challenges and benefits they have experienced while using certain learning strategies in the class. Students can also compare the strategies they use in their native and second language to acquire academic content. A second technique teachers may want to use is the modeling of "thinking aloud" to help students identify the strategies they currently have with the use of thinking aloud technique. Teachers would be providing a tool to students for to identify new strategies that they think may be helpful for their learning. In the modeling of thinking aloud, teachers can participate by reflecting on their own learning strategies. (Chamot A. U., 2009, p. 67)

### **Presentation Phase**

During the presentation phase, the teacher explicitly instructs students on a specific learning strategy while providing guidance on how to use it. This instruction should include the specific name of the strategy, benefits on using the strategy, and which types of tasks the strategy can suit. This explicit instruction

can increase students' metacognitive awareness of the relationship between the use of the strategy and learning. Students and teacher can agree on a name for the strategy that can help them identify the strategy in later classes. The instruction on how to use the strategy should be done more than once using examples for students to have a clear understanding on the use of it. It is important that teachers caution students on the time that is required to master the strategies. (Chamot A. U., 2009, p. 68)

### **Practice Phase**

The role of the teacher during this phase depends on the level of expertise students have to apply the strategy that is being used. In a learning phase of the strategy, teacher should consider providing more students scaffolding their practice to help them achieve a level of independence in the use of the strategy. In this way, at the beginning the teacher may want to provide an example with missing steps for students to complete, but when the students have already used the strategy several, teachers may want to have them complete the tasks by themselves. Assignments on the practice phase can be performed in groups or individually. The assignment must coincide with the type of task provided by the teacher during the presentation phase. When working independently, students should be giving opportunities to reflect in groups about the use of the strategy. Another techniques, such as thinking aloud, could be used to help them report their thoughts. The most important key to gain experience in the use of strategies is to discuss the strategies and their application with peers. (Chamot A. U., 2009, p. 69)

### **Evaluation Phase**

During the Evaluation phase, teachers should encourage students to reflect on the use of the strategy and to appraise their success and the contribution of the strategy on their learning. Teacher can ask students to write down the strategies used and the way they affected their learning process as well as any adaptation they have made to the strategies for a better use. Reflection on the limitations students had on the application of the strategy is also advisable since it can help students predict future challenges when using

the strategy and have a better judgment on the selection of the strategy according to their own learning process. Additionally, teacher can ask students to reflect on their own learning styles and needs to help them be aware that certain strategies might not be useful for all of them. (Chamot A. U., 2009, p. 70)

### **Expansion Phase**

As its name states, expansion phase is an opportunity for the teacher to expand the application of the strategies with materials different from the ones used in class. Teachers can also encourage students to compare the effectiveness of different strategies for each type of material or task. With this exercise, students could have another way of evaluating the strategies used in class. Having this reflection, teachers can ask students to list the strategies they have used so far and to create a list of materials or tasks they can use with each strategy. This activity will not only help students' metacognitive skills but will also provide them with a personalized repertoire of their most useful strategies. (Chamot A. U., 2009, p. 70)

### **2.2.2. Academic Proficiency.**

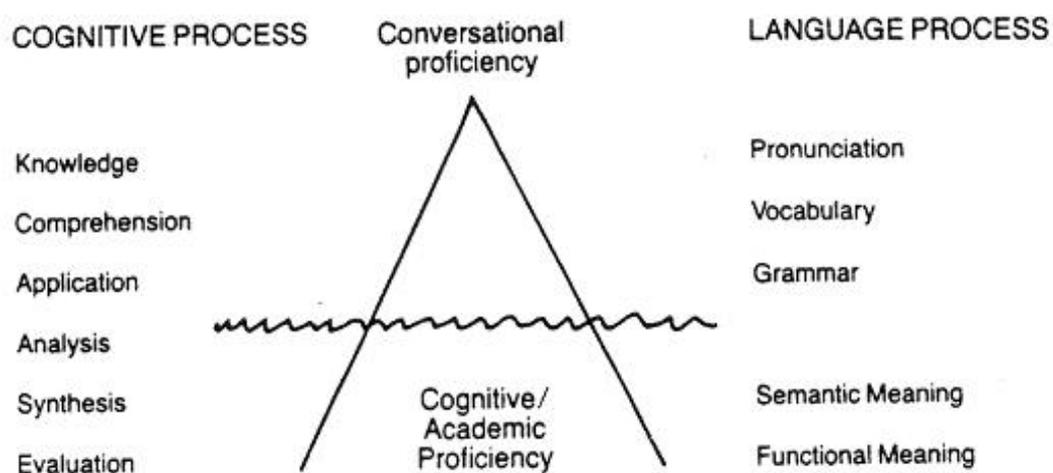
As a response to Cummins theory of Cognitive Academic Language Proficiency, in the article "Academic proficiency (language and content) and The Role of Strategies", Krashen (2011) proposed a new perception of academic language proficiency. In this proposal, it is stated that academic language proficiency is divided into two main components: knowledge of academic language and knowledge of specialized subject matter.

### **Knowledge of Academic Language**

Knowledge of Academic Language to the knowledge can be defined as the classroom language at academic level. In the school, it is referred to the language used in textbooks and outside the school, the language of professional areas such as businesses, politics, or finances. There are differences in the academic language depending on the field, but there are also similarities among them. (Herrera, 2010)

For being able to understand what academic language is, it is precise to establish a distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS).

Cummins (2014) states that the distinction between BICS and CALPS is expressed with an iceberg metaphor in which the visible part represents the formal aspects of language, among them grammar, pronunciation, basic vocabulary, and the invisible part that represents the parts of the language dealing with semantics and functional meaning. According to Cummins, most language teaching is focused mainly on developing the communicative proficiency of the language in spite of the deepening levels a language possesses.



**Figure 2.1. Surface and Deeper Levels of Language Proficiency**

*Figure 2. Taken from Language Proficiency, Bilingualism, and Academic Achievement*

Street and Hornberger (2008) mention that “The notion of CALP is specific to the social context of schooling, hence the term ‘academic’”. Academic language proficiency could be defined as how well a student is able to express him or herself orally and written within an academic context.

Chamot and Uhl, on their book “The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach” (2009), separate the language skills needed to succeed at World History Class in the four language domains.

Listening:

- Students must be able to listen to concepts without factual reference.
- Students must be able to listen for specific information

## Reading

- Students must be able to understand subject-related vocabulary.
- Students must be able to understand information in textbooks.
- Students must be able to read information from graphics.
- Students must be able to find information in extra materials as a reference.
- Students must be able to have the appropriate pacing in reading.

## Speaking

- Students must be able to answer questions related to the subject.
- Students must be able to ask question in order to clarify information.
- Students must be able to participate and collaborate in group and class discussions.
- Students must be able to report orally findings and reports.

## Writing

- Students must be able to write answers to subject related questions.
- Students must be able to effectively label maps, graphs, and charts.
- Students must be able to write research reports.

## **Knowledge of specialized subject matter**

On the other hand, Krashen (2011) defines Knowledge of specialized subject matter as knowledge on the content of specific subjects such as math, science, history, etc.

## **Academic Language in the History Class**

In the book “The SIOP Model for Teaching History-Social Studies to English Learners”, Short, Vogt, and Echeverria (2011) mention that in the History and Social Studies context, there are two types of academic language. One of the types refers to the content of specific words related to the subject; while the other one refers to general academic words. Having in consideration these two

types of academic words can help teachers in the planning of lessons that not only include the general meaning of the words but also the meaning according to the subject that is being instructed. Short, Vogt, & Echeverria also state as an example that writing language and assignments for a science could be different from a history class assignment. The differentiation of this two subjects points out to a different instruction of academic vocabulary and content. The knowledge of language, content, and task is related and can help the identification of that type of academic language activity that can be done in the class. (Figure 3)

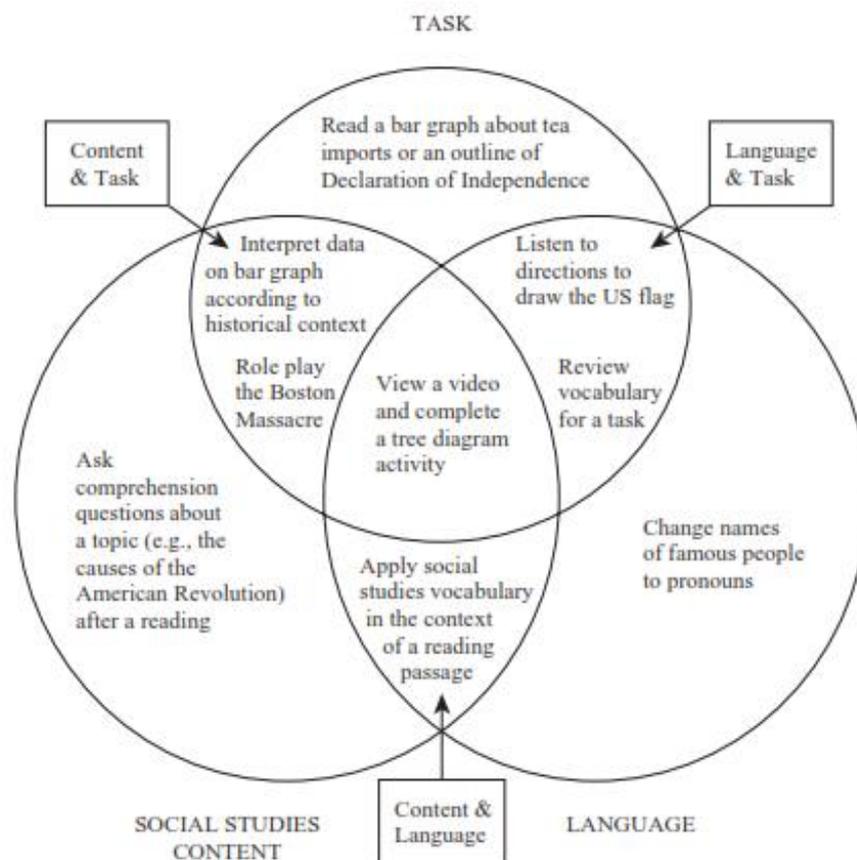


Figure 3. Taken from *The SIOP Model for Teaching History-Social Studies to English Learners*.

In the study of history, students may be required to learn new terms that are not probably presented in other subjects, general academic words, and polysemous words, which have different meaning according to the context.

(Short, Vogt, & Echeverria, 2011). Short, Vogt, and Echeverria show the standards of students from grades 6 to 8 in the World History Class:

<p><b>In grades 6–8,</b></p> <ul style="list-style-type: none"> <li>• The student will <u>apply analytical skills</u> to <b>historical</b> events, including the <u>ability to identify and interpret <i>primary</i> and <i>secondary source</i> documents</u>.</li> <li>• The student will <u>demonstrate understanding</u> of the rise and influence of two <b>political parties</b> in the 1800s.</li> <li>• The student will use <b>maps, globes</b>, charts, <i>tables</i> and photographic <i>evidence</i> to <u>locate and identify</u> the <b>geographic</b> features important to the <u>development of urbanization</u>.</li> </ul>
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Figure 4. Standards in the World History Class, Grades 6<sup>th</sup> - 8<sup>th</sup> .

the challenges that English learners encounter when studying a content subject such as World History. Herrera and Murry classify these challenges into three categories: Vocabulary and Structures, Cognition, and Culturally Unfamiliar Topics.

Chart 2. Challenges in the World History Class

Vocabulary and Structures
<ul style="list-style-type: none"> <li>• Abstract terms</li> <li>• Culturally connotative meanings</li> <li>• Complex sentence structure and use of past-tense verbs</li> <li>• Prevalence of reference terms</li> <li>• Conjunctions and words that imply causations</li> <li>• Historical present tense</li> </ul>
Cognition
<ul style="list-style-type: none"> <li>• Cause and effect relationships</li> <li>• Comparison and contrast</li> <li>• Generalization and example</li> <li>• Chronology</li> <li>• Historical narratives</li> <li>• Multiple points of view</li> <li>• Analysis and interpretation of historical events and patterns</li> <li>• Making inferences</li> </ul>

Culturally Unfamiliar Topics
<ul style="list-style-type: none"> <li>• Topics tied to democracy</li> <li>• Famous people from American history</li> <li>• Geographical places of import</li> </ul>

*Source: Mastering ESL/EFL Methods Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students.*

### **Competence in the use of strategies**

A third factor is considered by Krashen and Lee Brown (2007) as a component of Academic Proficiency, strategies. According Krashen and Lee Brown, competence in the use of strategies represents an aid in the acquisition of academic language as well as subject content. Chamot and O'Malley (1996) propose a list of strategies for World History class divided on the three types of strategies from the CALLA Method.

*Chart 3. Learning Strategies For World History*

<b>Strategies</b>	<b>Description</b>
<b>Metacognitive Strategies</b>	
Advance Organization	Can the title and section heading help me understand this text?
Selective Attention	What is the most important information to pay attention to?
Organizational Planning	What's my purpose for reading, listening, speaking or writing? How should I organize my report or presentation? How do I begin and end? What's the best sequence of ideas?
Self-monitoring	Am I understanding this? Does it make sense? Am I achieving my purpose? How is this task going? Do I need to make any changes right now?
Self-assessment	Did I understand this information? What was the main point I got from reading or listening? What revisions are necessary? Do I need more information? Should I re-read?

<b>Cognitive Strategies</b>		
Resourcing		Where can I find additional information about this?
Elaborating Knowledge	Prior	What do I already know about this country or period? What experiences have I had that are related to this? How does this information relate to other things I know about history, geography, or government?
Taking Notes		What's the best way to write down this information? Outline? Chart? List? Diagram? Concept Map? Timeline?
Summarizing		What's the most important information to remember about this topic? Should my summary be oral, written, or mental?
Using Imagery		What can I learn from the illustration, diagrams, and maps in the text? Can I draw something to help me understand this information? Can I make a mental picture or visualize this event or place?
Linguistic Transfer		Are there any geographical terms or historical names that I can recognize because of their similarity to my native language?
<b>Social Affective Strategies</b>		
Questioning Clarification	for	Who should I ask for additional explanation or correction or suggestions? How should I ask?
Cooperating		How can I work with friends or classmates to understand this or complete this task or improve what I have written or presented orally?
Self-talk		Yes, I can do this – I just need the right strategies?

*Source: The Cognitive Academic Language Learning Approach: A Model for Linguistically Diverse Classrooms*

## DEDICATION

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” **William Arthur Ward**

I would like to dedicate this research project to all my teachers and all those whom allusively I consider to have been mentors in my life. Thanks for all the inspiration you provided to help me become the teacher who I am now. Moreover, thanks for the determination you have shown in your hard work which keeps me motivating to get higher than I was expected.

To my high school English teacher, Mr. Freddy Gonzalez, whose patience and love for his students motivated me to embark this adventure of enlightening others, as it is educating.

To my university professor Ms. Rebecca Vera, whose passion while teaching EFL Methods and Contrastive Grammar still motivates me to become a better teacher.

To my mother, Narcisa Vera, whose example and teaching helped to become the independent person who I am today.

To my sister, Veronica Delgado, whose faith and love for me has helped me keep fighting for my professional life goals.

Sara A. Delgado

### **Techniques aligned with CALLA Strategies**

Before the application of strategy instruction, it is important to know which techniques to be used with each strategy are. Most teachers and instructors tend to confuse the terms strategies and techniques. Thus, it is important to have a clear understanding of these concepts before planning in CALLA. As Herrera (2011) said, 'techniques are the most specific set of actions that can lead to the achievement of the strategy goal. As soon as the teacher has selected the strategy to be used, the next step would be to select the appropriate technique according to the strategy, content, and students' language proficiency.

### **Metacognitive Strategies – Self-questioning**

One of the techniques we can use in the Metacognitive strategy of Self-Monitoring is Self-Questioning. Students from different levels can benefit from this strategy as it is considered to be flexible. Students need to know in advance what the objective of reading the text is to generate questions. As students start reading with this purpose, making inferences, connecting to prior knowledge and questioning will help students increase their comprehension of the text passages that are being read. Self-questioning strategy can be used before, during and after the reading activity with different purposes. Before reading a text, self-questioning could help students predict information about the selection as well as engage them with the reading. While reading the text, students can formulate questions to monitor and provide appropriate fixing to their comprehension. After reading, students can monitor their understanding of the text enabling them go back and reread the section in which they are failing.

The effectivity of these strategies can rely on the previous knowledge, the use of the strategy, and question writing. Questioning strategy can be applied with the use of 5Wh-How questions. It is essential that students have the understanding on the use of these questions words beforehand. On the contrary, teachers will need to design a class dedicated for the instruction of WH- question words. While students are writing questions, teachers could help with think-aloud. Saying aloud questions stems such as "I wonder...", "My question is...?", "I am curious about...?", "I wonder who (what, when, where, why)...?", "How

come...?", or "Why...?" As teachers observe their students formulating and answering questions, they can monitor their comprehension as well.

Harvey and Goudvis (2013) advise that applying self-questioning strategies promotes success in comprehension. Among these recommendations are to keep reading, participate in discussions using and sharing knowledge, make use of external sources and use clues from the text for inferencing. Students may feel demotivated for not being able to answer questions they have asked themselves before the reading activity. To avoid having students feel anxious, it is vital that teachers can encourage and coach students to continue reading. Participation in discussions will help students understand other students' points of view as well as clarify ideas or concepts that have not been totally understood. The use of external sources, such as dictionaries or extra material, can give students the opportunity to explore content in simpler words according to their level of comprehension.

### **Metacognitive Strategies – Self-assessment**

As Biggs and Tan (2011) noted there are multiple techniques we can use to teach students how to assess their learning by themselves. Among these techniques, we have the reflection activities. Oral reflective activities done as a whole class or in groups can help students to reflect on their thinking process and learning experience. Teachers must help students to think about their learning by asking the whole class questions such as:

- What have you learned?
- What did you find easy about learning to ...?
- How would you do things differently next time?
- What did you find difficult while you were learning to ...?
- What helped you when something got tricky ...?
- How would you change this activity for another group/class who were learning to ...?

Additionally, teachers can provide a set of prompts that will guide students to reflect on their own performance, the application of strategies, and content to

be learned. Some of the prompts suggested by Black & William in their book *Working Inside the Black Box: Assessment for Learning in the Classroom* (2004) are the following:

#### *Preference*

- The most interesting thing about \_\_\_\_\_ was ...
- I prefer to work by myself on activities that ...
- I like working with others when ...

#### *Learning style and strategies*

- If I can, I try to avoid activities that ...
- I find it easy to understand when ...
- When I don't understand something, I ...

#### *Strengths*

- I'm getting much better at ...
- One good question I asked (or thought of) today was ...
- One of the things I do best is ...

#### *Areas in need of improvement*

- I'm still not sure how to ...
- I need to get help with ...
- The part I found the most difficult was ...

### **Cognitive Strategies – Elaborating Prior Knowledge**

Having prior knowledge can change the way we comprehend and understand texts when reading. As Klingner, Vaughn, and Boardman (2015) mentioned in their book "Teaching Reading Comprehension to Students with Learning Difficulties", KWL Technique help students comprehend nonfiction or content texts at any level and grade. The KWL Technique was developed by Donna Ogle in 1986. The KWL Technique consist on students' realization of already known information, setting of goals, and assessing and reviewing new learnt content. Before reading, students would be asked to complete information on the "K" – What I Know - and "W" –What I Want to know- parts of the table. These two processes will allow students to recall previous information or learning about the topic and to set specific learning goals to be met after reading the text. On the third part of the KWL technique, the "L" – What I Learnt- part, students

are able to monitor the comprehension of the content that has just been learnt. When the content is too long to be covered in one class, it is advisable to review the KWL chart in every class to make sure students are reviewing what has been learnt in the classes.

*Chart 4. KWL Chart*

K What I KNOW?	W What I WANT to know	L What I LEARNT?

*Source: K-W-L: A Teaching Model That Develops Active Reading of Expository Text*

The “What I KNOW” part of the strategy is in fact a brainstorming of the topic; teachers can guide students throughout the whole process. One of the ways students can make use of brainstorming is the use of questions. Asking students directly what they actually know about the topic or what the meaning of the main word on the title is can stimulate students’ previous knowledge. Another way of guiding students to brainstorm is helping them think of broader categories. Brainstorming does not only mean to focus on the information that is interpreted from the title, but also on the information that might be able to be presented. When students are not able to relate any of the words to their previous knowledge, teachers can use other materials to help students relate meaning with the new content to be covered. Such in the case of having vocabulary words that are not known by the students, teachers can help students recall their previous content by presenting images or synonyms of non-understood words.

During the first activity of the strategy, students are recalling previous information. This can generate new questions in students, which can help them set new goals for learning. Having a purpose in reading will increase students’ awareness of concepts while reading. These purposes can be recorded on the W part of the strategy, What I WANT to know. Teachers’ role at this stage of the strategy is to highlight any disagreement and doubt students have on the topic that can serve as a prompt to establish a learning goal. Although this part of the

activity can be done in groups, students must have a record of the questions they need to answer as they might have different goals for learning.

After having read the selection, students have to write what they have learnt from it. This information can be recorded on the L section of the strategy, What I LEARNED. In addition to writing new information, students have the opportunity to go back to their questions to determine whether or not the objective has been met. If any objective has not been met, teachers should suggest further reading to increase students' personal desire for reading beyond what the author has written on the text. When students go back to the questions from the W stage, Not only they monitor comprehension but can also exercise critical thinking skills by being aware of the variation of topics that there may be among different authors. As Ogle (1986) once stated, "Readers need to be in charge of their learning and actively pursue their own quest for knowledge".

### **Cognitive Strategies – Note Taking**

Notetaking strategies are relevant to students for two main uses: recording information and assistance in reflection. Note taking strategies have been used for many reasons in and outside the educational environment. Whether trying to remember a shopping list or summarizing a lecture at university, note taking can aid users to easily recall information when it has been done appropriately. On the other hand, the use of note taking strategies as a method of reflection might have been widely underestimated by students. Note taking strategies can be used as a tool to support critical thinking processes and problem solving skills. Notetaking allows users to condense important information needed to solve problems lowering the time spent in analyzing the problem and enabling a better recodification of a problem. (Quintus, Borr, Duffield, Napoleon, & Welch, 2012)

It is also said that students are able to retain information they generate rather than information that they just repeat. Through efficient and well organized notes, students are able to make connection with previous knowledge. Students who record notes are able to interact with their previous and new knowledge more efficiently than students who do not do it. This interaction, which involves encoding processes allows students to have a deeper understanding of the content they are learning. With the active participation of students in the creation

of notes and the students' ability to identify the main idea of a text or lecture, content becomes more meaningful to students (Boyle, 2012). In the book "Note Taking and Learning: A Summary of Research", Boch and Piolat (2006) mention a study performed with a group students who were able to record notes themselves and a group of students who were given notes to study. The experiment concluded that the students who were able to take notes had a better performance on test and were able to recall information better rather than the group which was not allowed to take notes.

Teachers and professors neglect the use and teaching of note taking strategies. Schools and universities may rely on students' common sense to take notes instead of teaching them explicitly.

One way in which teachers can help students take notes by themselves is by using the Cornell Note-Taking Method. This method was developed by Education Professor at Cornell University Walter Pauk in 1950s. The main goal of Cornell system is to take clear and organized notes about lectures or readings. It involves having students follow a set of 6 R's: record, reduce, review recap, reflect on, and recite. The Cornell Method includes a template (Figure 5) which students have to draw on their notebooks to use before, during, and after the lecture or reading activity.

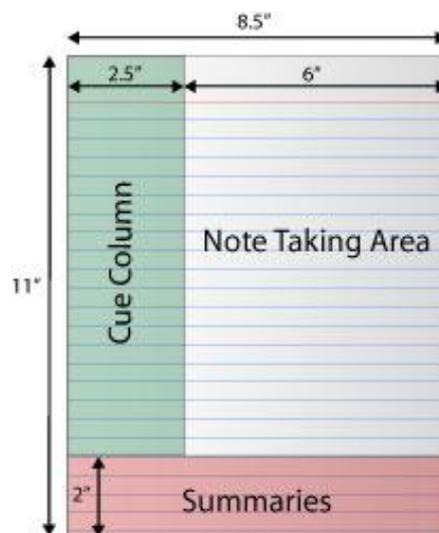


Figure 5. Taken from

[https://www.umfk.edu/learning\\_center/studying\\_tips/notes/](https://www.umfk.edu/learning_center/studying_tips/notes/)

On the Cue Column of the template, students are allowed to reduce the information that is being received; this involves jotting down important definitions,

key words, or key questions. On the Note-Taking Area of the template, students are allowed to record detailed information received in class or studying session which can include diagrams, lists, important dates, explanations or descriptions.

After notes are already taken, students can summarize what they have learnt at the bottom of the paper. This summary helps students formulate ideas or concepts which aid their comprehension and absorption of new material. Students are also asked to reflect on the notes they have taken and recite the knowledge they have gained on the studying session. (Pauk & Owens, 2014)

### **Social Affective Strategies – Cooperation**

One of the social affective strategies that can be taught in the classroom is Cooperative Learning. Cooperative Learning Strategies can be used all along with the lesson for introducing a new topic to students, making students figure out concepts, having discussion groups in the classroom, reviewing what students have learnt throughout the session, etc. Cooperative learning involves arranging students heterogeneously in groups according to their different abilities and backgrounds. These difference in abilities can allow students and the group itself benefit from the learning strength of every single member of the group; simultaneously, it teaches students tolerance and promotes harmony in culturally diverse classrooms. (Slavin, 2003)

One of the techniques that can be used to implement Cooperative learning is Jigsaw. As every other cooperative learning techniques, Jigsaw technique has many different versions and can be adapted according to the students' need. In his book, *Educational Psychology: Theory and Practice*, Slavin suggests two versions of the technique. In the first version of the technique, students are arranged in groups of six and assigned to read an academic material divided by sections. Later, students get together with students from other groups who have the same section assigned. Students have the chance of discussing the material and master the knowledge within the new created group. Eventually, students come back to their former groups and share the knowledge their have obtained as a result of the discussion with other classmates. Expert students on each topic have the opportunity of teaching their teammates about the topic of expertise. Since students are each other's providers of information, they keep motivated to listen to their classmates and show interests on each other participation.

A second version of the Jigsaw activity has a small variation at the end of the activity in which students, in groups of four, are assigned only one section of the text and become experts of the text. After this, they gather with students from other groups and share their knowledge of expertise. At the end, the original group gets together and discuss about their learnings. (Slavin, 2003)

### 2.2.3. Conceptual Framework.

- **Technique:** Herrera and Murry (2011) states that techniques are specific actions that are performed in the class in order to achieve a determined goal.
- **Strategy:** Oxford (2013) defines strategies as actions and techniques specifically used by students in order to enhance their own learning.
- **CALLA Method:** Cognitive Academic Language Learning Approach (CALLA) is a model based on the Cognitive Approach developed by the researchers Anna Uhl Chamot and J. Michael O'Malley.
- **Academic Achievement:** According to York, Gibson, and Ranking (2015), the term "Academic Achievement" refers to the measurement of grades and GPA that students get through the class length.
- **Academic Language Proficiency:** Krashen and Lee Brown (2007) define as academic language proficiency as three components: knowledge of academic language, knowledge of specialized subject, and strategic competence.
- **BiCS and CALPS:** According to Cummins (2014), these are the two levels of language proficiency a student can have. BICS stands for Basic Interpersonal Communication Skills, which is the communicative aspect of the language. CALPS stands for Cognitive Academic Proficiency skills, which is the academic language and content that a student is intended to acquire through the instruction in content subjects.
- **Prior Knowledge:** Part of the Background Knowledge (BK3). Prior Knowledge refers to knowledge the student has as a result of his or her interaction with their community and school environment. It differs from the academic knowledge because it does not involve any academic background. (Herrera, 2010)
- **Social Affective:** Social Affective makes allusion to the activities and techniques involving interaction among students. These interactions allow

students value the input and output of each students and make use of them to clarify and elaborate new concepts. (Herrera, 2010)

- **Cognition:** Cognition refers to the set of mental processes that take part in the understanding and storing of new information. (Short, Vogt, & Echeverria, 2011)
- **Metacognition:** As said in their paper “An Exploration of Metacognition in Asynchronous Student-Led Discussions: A Qualitative Inquiry”, Snyder and Dringus (2014) stated that, Metacognition is “how we monitor and control our own cognition”. Metacognitive strategies help students reflect on ways to become better readers and learners. (Herrera, 2010)

### 3. Research Methodology

#### 3.1. **Type of research description**

According to the nature of the variable and the object to be studied, the study is quali-quantitative since it combines data and descriptions of the qualities of the variables. Through the use of a pre-test, the researcher will be able to gather information about students' actual level of academic proficiency. In addition to the pre-test, the researcher will conduct an inventory directed to World History teachers and a survey to students. The purpose of this inventory is to determine teachers' perceptions towards the method that is being suggested and teachers' general knowledge of strategies. On the other hand, the purpose of the survey is to identify strategies students are currently using for understanding new information and recalling previously known. Moreover, the researcher will perform classroom observations to monitor teachers' currently use of strategies and the response of students towards the teachers' instruction.

According to the purpose of the study, this study is an applied research since the researcher will seek to solve a problem from the practice. The problem that has been stated at the beginning of this paper is that students from middle school at Unidad Educativa Steiner Internacional have not developed their ability to use learning strategies on their own, and teachers are not explicitly instructing students to use these strategies. After demonstrating the existence of the problem, the researcher will work with a group of students who will have the opportunity to apply a set of strategies to their actual learning process. The strategies, as the CALLA Method suggests, will be taught explicitly allowing students to reflect on the best procedures to apply each strategy.

According to the profundity of this study, the study is correlational since the researcher will prove a relationship between the two variables found in the problem. After applying the use of strategies, the result of both tests will be compared to find the correlation between both variables, the use of the strategies and students' academic proficiency.

#### 3.2. **Methods and techniques**

The methodology of this study is Mixed Method since it combines techniques from the qualitative and quantitative nature. The researcher has divided the study into two stages. The first stage will include students' and

teachers' usage and awareness of the method and strategies. During the second stage, the researcher will select a group and apply the method with them. With the application of the method, the research intends to find a correlation between students' achievements and CALLA Method.

The techniques that will be implemented in this study are the following:

- Observation: the researcher will observe the classes to see the teachers' instruction of the subject.
- Survey: the researcher will survey the students and find out the strategies they use to learn the subject.
- Questionnaire: the researcher will give teachers a questionnaire to find out whether or not they are using strategy instruction in their classes.
- Pre-test: the researcher will apply a test to measure students' knowledge of strategies, capability to use strategies, and comprehension and use of academic and content language before applying the strategies.
- Post-test: the researcher will apply a test to measure students' knowledge of strategies, capability to use strategies, and comprehension and use of academic and content language after applying the strategies.

### **3.3. Research Instruments**

#### **Survey**

Students will be surveyed at the beginning of the study. The students who will be surveyed are eighth, ninth, and tenth graders. The purpose of this survey is to check students' usage of strategies in or outside the classroom under their own perceptions. To avoid confusion and failure in the reliability of the study, the researcher has decided to give students a Spanish version of survey. With this version, the result will not be affected by students' lack of understanding of what is being asked or teachers' presence while explaining instructions. The survey has been developed following the strategies suggested by Oxford (2003) in her book "Language Learning Styles and Strategies: An Overview". The survey includes a list of strategies in which students will be able to rate the frequency of strategy usage. (See Annex A)

## **Questionnaire**

The teachers selected for this questionnaire are World History teachers from eighth, ninth, and tenth grade at all levels. The purpose of this questionnaire is to find teachers' actual knowledge of strategies and the CALLA method. The questionnaire includes questions related to the instruction in World History Classes as well as strategies teachers commonly use. Additionally, the questionnaire also allows the researcher know how and how frequently teachers use strategies instruction in the class. (See Annex B)

## **Observation Sheet**

Observation will be carried out for this study. As the researcher is one of the teachers from the classes involved in the study, the researcher will not be considered for observation to avoid preconceptions from the researcher affect the reliability of the study. The classes that will be observed are ninth and tenth grades level A. The purpose of this observation is to validate teachers' the lack of strategy usage or the appropriate instruction of their use in the class. The class observation form has been adapted from Chabot College Teacher Observation Sheet since it includes a set of descriptors related to strategies which can be observed in students and teachers in the class. The observation sheet is divided into three parts. The first part is intended to examine the teacher performance in class. The aspects to be observed are planning, delivery of new content, instruction of strategies, and assistance to students. The second part of the observation is intended to analyze students' behavior and response throughout the class involving their engagement and participation in the class. The third part of the observation contains a list of strategies in which the researcher can write comments of how the teacher presents and work with them. (See Annex C)

## **Pre-test and Post-test**

To find out students actual level of academic proficiency, the researcher has decided to use students' actual tests from the second block in the current year. The students selected for the application of the tests are students from eighth grade; these students will also be given a post-test after applying the strategies. The purpose of the pre and post tests are to find a change in students' grades after the application of the method in the class. (See Annexes D and E)

### 3.4. Research Population and Sample

The Population and sample of this study has been selected according to the stage of the study.

During the first stage of the study, in which the survey, observation, and questionnaire will be conducted, the whole population will be considered as sample since it will help the researcher find out more reliable results about the amount and frequency in which students use strategies. In the same way, observation will be carried out in eighth, ninth, and tenth grades to have more reliable results in the monitoring of the use of strategies.

*Chart 5. Population and Sample - Stage 1*

Subjects	Population	Sample	%	Observations
Students From A levels World History	54	-	X	-
Teachers	4	-	X	-

*Note:* Students who will take the survey during the first part of the research. Amount of teachers who will be taking the questionnaire.

During the second part of the research, in which the researcher will apply the strategies to a class, a specific class has been selected. During this stage, the eighth grade has been chosen to take the pre-test and post-test. The researcher will apply the strategies and method before taking the post-test.

*Chart 6. Population and Sample - Stage 2*

Subjects	Population	Sample	%	Observations
Students From A level	54	14	26	Students were chosen according to their grade.

*Note:* Students who will be involved in the experimental stage of the research.

### 3.5. Sources, resources, and timeline

#### Resources

The resources needed in this study are mainly bibliography and technological. Bibliography resources include the books the researcher has used to support the method that is being proposed. Part of the bibliography resources also include the World history textbook that is used in the class, Human Legacy Harcourt. In addition to bibliography resources, technological resources has also been used for the creation and photocopy of the research instruments.

*Chart 7. Resources*

Type of resource	Resource
Bibliography resources	World History Book : Human Legacy Harcourt 2013 Research Books
Human resources	1 researcher
Technological resources	Photocopier Laptop

*Note:* Different types of resources used during the research project. This table involves bibliography, human and technological resources.

#### Timeline

*Chart 8. Timeline*

Dates	Activity performed	Items used
<b>July 1<sup>st</sup>, 2016 – July 13<sup>th</sup>, 2016</b>	Class Observations	Observation Sheet
<b>July 15<sup>th</sup>, 2016</b>	Survey to Students	Survey
<b>July 19<sup>th</sup>, 2016</b>	Pre-test to Students	Pre-test
<b>July 20<sup>th</sup>, 2016</b>	Questionnaire to Teachers	Questionnaire
<b>July 25<sup>th</sup>, 2016 – September 2<sup>nd</sup>, 2016</b>	Application of Method in 8 <sup>th</sup> grade	Lesson Plans
<b>September 8<sup>th</sup>, 2016</b>	Post-test to Students	Post-test

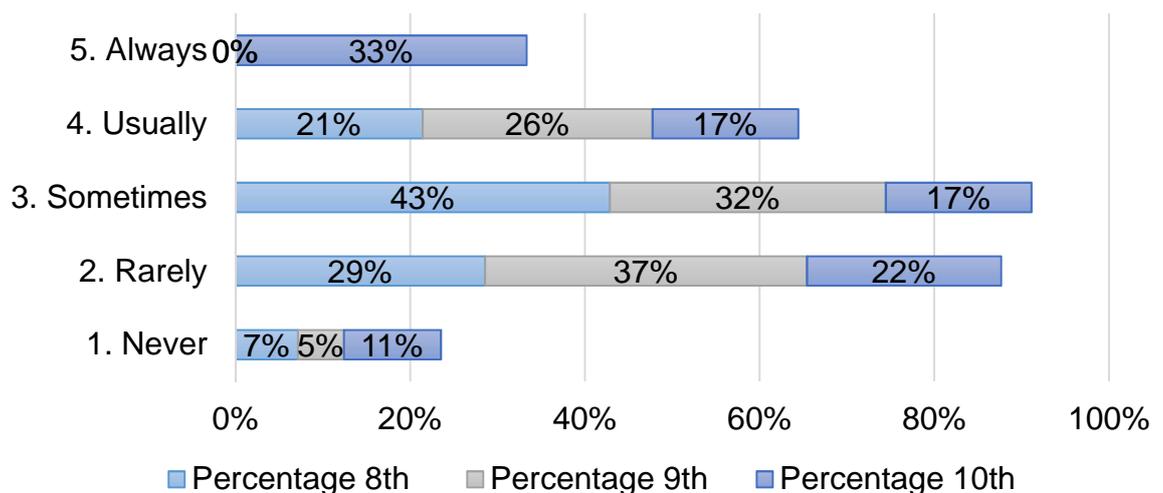
*Note:* Timeline of activities performed during the research. This table includes the detailed schedule of the research.

### 3.6. Presentation and Analysis

#### a. Survey applied to students (See Annex A)

*Table 1. Question 1: When I memorize, I make sure that I already understand the material. If it is complicated I ask myself questions?*

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	1	1	2	7%	5%	11%
2. Rarely	4	7	4	29%	37%	22%
3. Sometimes	6	6	3	43%	32%	17%
4. Usually	3	5	3	21%	26%	17%
5. Always	0	0	6	0%	0%	33%
Total	14	19	18	100%	100%	100%

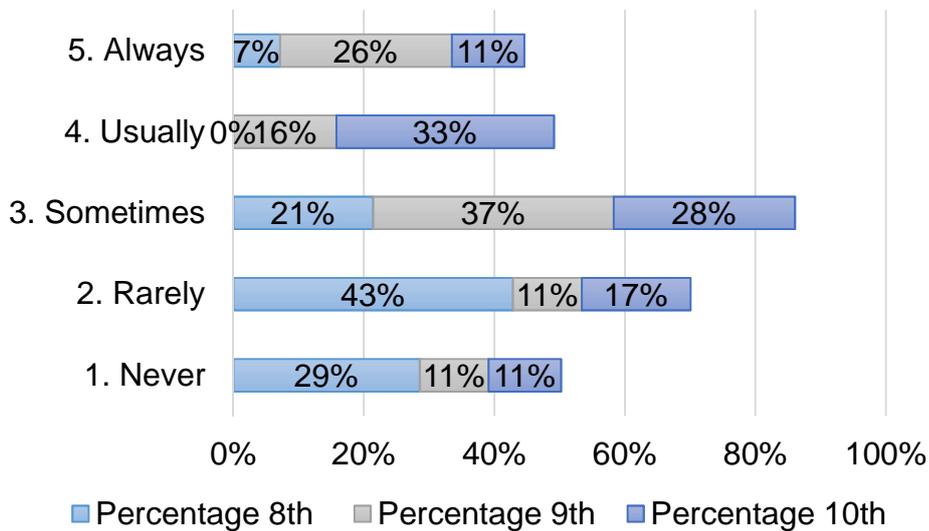


*Graph 1. Results from question 1*

The bar graph indicates that the frequency in which students make use of a monitoring strategy while studying goes from Sometimes to Never at a greater scale. This lack of monitoring could be caused due to the studying behaviors students are used to. As a result of this lack of monitoring strategies, students would be studying only to succeed at a test without even comprehending what they have been studying. Therefore, their achievement would involve nothing but the purely memorization of contents which could be easily forgotten after taking the test.

Table 2. Question 2: I make summaries of my readings to help me organize and reduce the material”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	4	2	2	29%	11%	11%
2. Rarely	6	2	3	43%	11%	17%
3. Sometimes	3	7	5	21%	37%	28%
4. Usually	0	3	6	0%	16%	33%
5. Always	1	5	2	7%	26%	11%
Total	14	19	18	100%	100%	100%

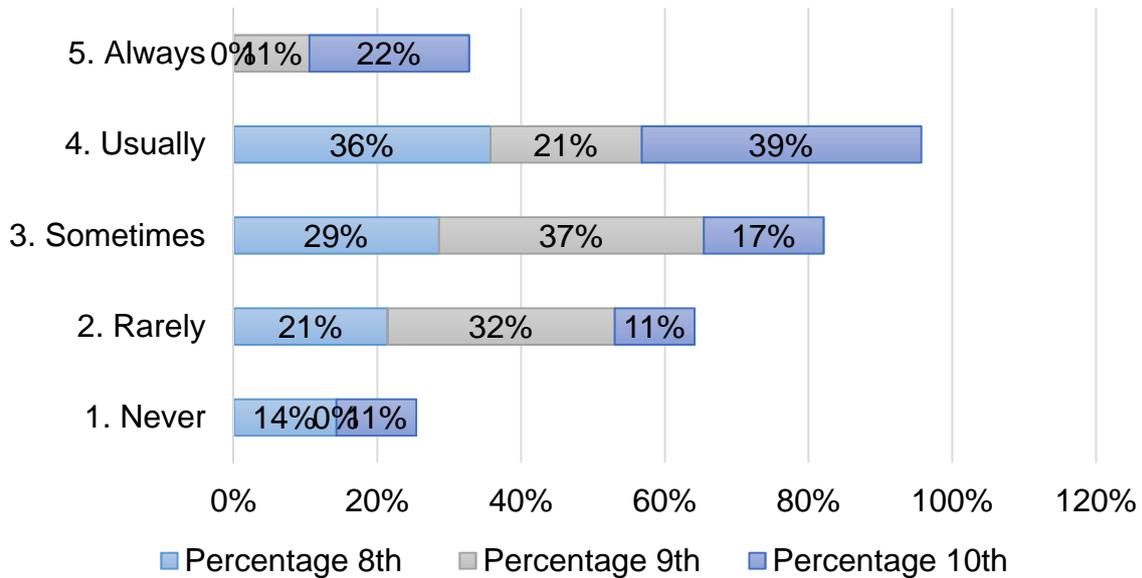


Graph 2. Results from question 2

According to the results of the surveys, students from 8<sup>th</sup> to 10<sup>th</sup> grade do not apply summarization techniques so frequently. Students might use the whole content to study; this can show the lack of learning strategies students apply while studying independently. This can result in a shortage of studying time. Moreover, as students try to cover more information their attention could be derived to non-important details in the content which can cause a low performance in test and class participation.

Table 3. Question 3: ‘While reading, I try to say in my own words what the author is trying to say’.

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	2	0	2	14%	0%	11%
2. Rarely	3	6	2	21%	32%	11%
3. Sometimes	4	7	3	29%	37%	17%
4. Usually	5	4	7	36%	21%	39%
5. Always	0	2	4	0%	11%	22%
Total	14	19	18	100%	100%	100%

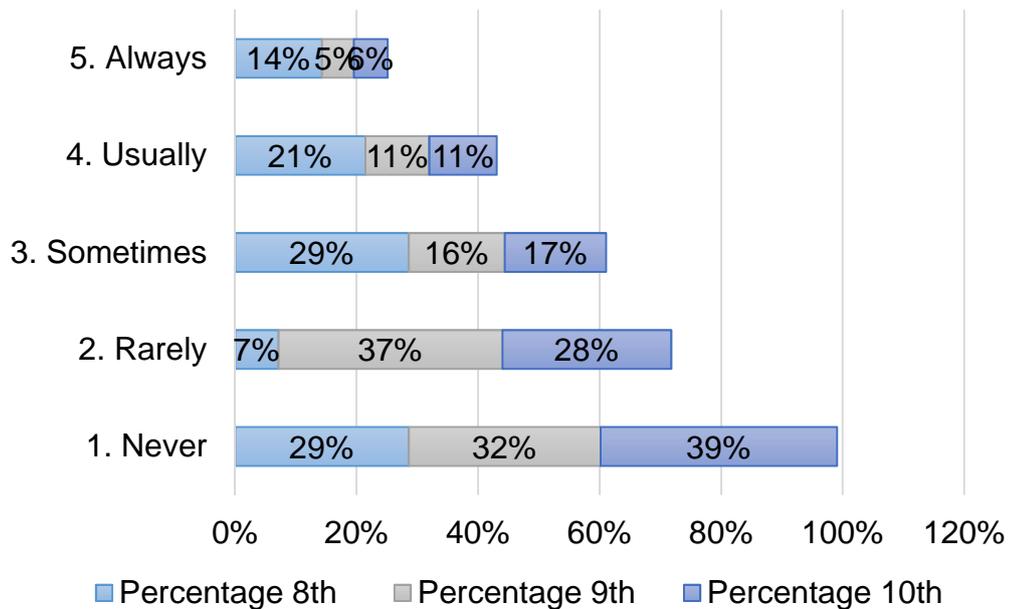


Graph 3. Results from question 3

According to the survey, students have a higher use of oral monitoring strategies; although the amount of students who use this strategy less frequently is still higher. Paraphrasing content that has been read can help students monitor their understanding after reading text. Without this monitoring strategies, students might not realize how much they have understood from the reading and students would continue reading without fully understanding content. On account of this, academic proficiency could be greatly affected.

Table 4. Question 4: “When I read, I establish a goal before starting an activity”.

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	4	6	7	29%	32%	39%
2. Rarely	1	7	5	7%	37%	28%
3. Sometimes	4	3	3	29%	16%	17%
4. Usually	3	2	2	21%	11%	11%
5. Always	2	1	1	14%	5%	6%
Total	14	19	18	100%	100%	100%

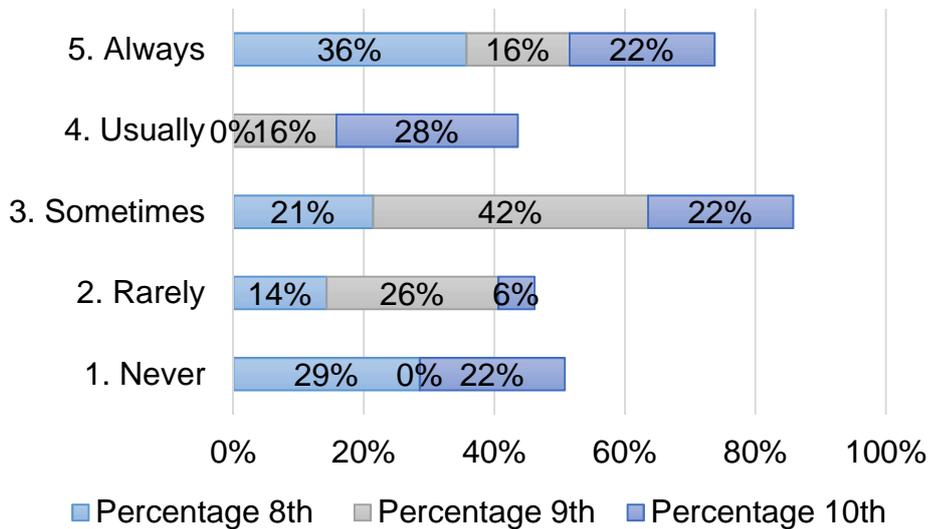


Graph 4. Results from question 4

The results of the surveys applied show that the lack of planning of students before reading is high among students. This can be caused by teachers as they do not explicitly state the purpose of reading. These results tell us students are not fully conscious of what they try to accomplish while reading a text. As students are not conscious about the activity objective, students would not be able to monitor whether or not the reading objective has been met.

Table 5. Question 5: "I establish goals for my learning."

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	4	0	4	29%	0%	22%
2. Rarely	2	5	1	14%	26%	6%
3. Sometimes	3	8	4	21%	42%	22%
4. Usually	0	3	5	0%	16%	28%
5. Always	5	3	4	36%	16%	22%
Total	14	19	18	100%	100%	100%

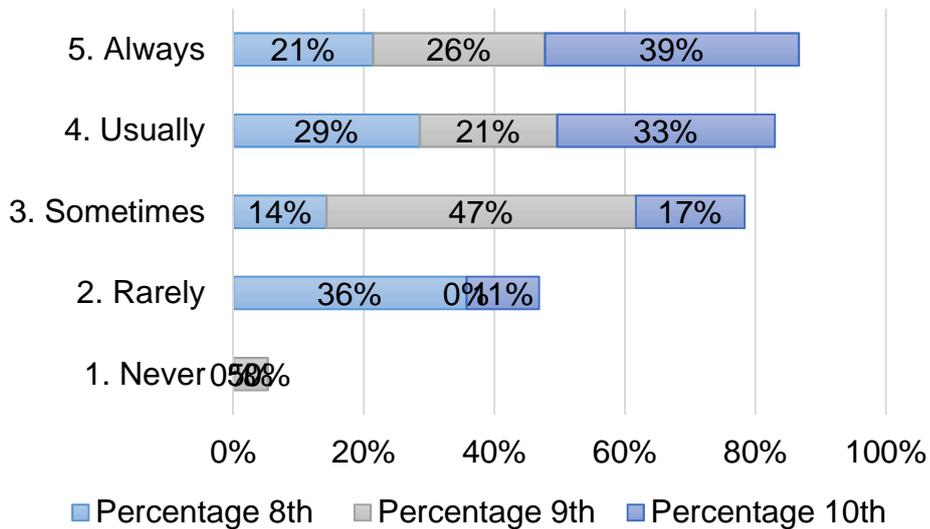


Graph 5. Results from question 5.

Planning, as a metacognitive strategy, can help students focus on a specific objective before starting their learning process. Similarly to the previous question, students' lack of planning in their learning process is higher. Students do not only show they do not establish goals for their reading activities, but also for their learning process itself. Lacking a purpose in learning can result in a lack of engagement in students and a lack of practice in monitoring skills.

Table 6. Question 6: "I plan how to accomplish an activity."

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	0	1	0	0%	5%	0%
2. Rarely	5	0	2	36%	0%	11%
3. Sometimes	2	9	3	14%	47%	17%
4. Usually	4	4	6	29%	21%	33%
5. Always	3	5	7	21%	26%	39%
Total	14	19	18	100%	100%	100%

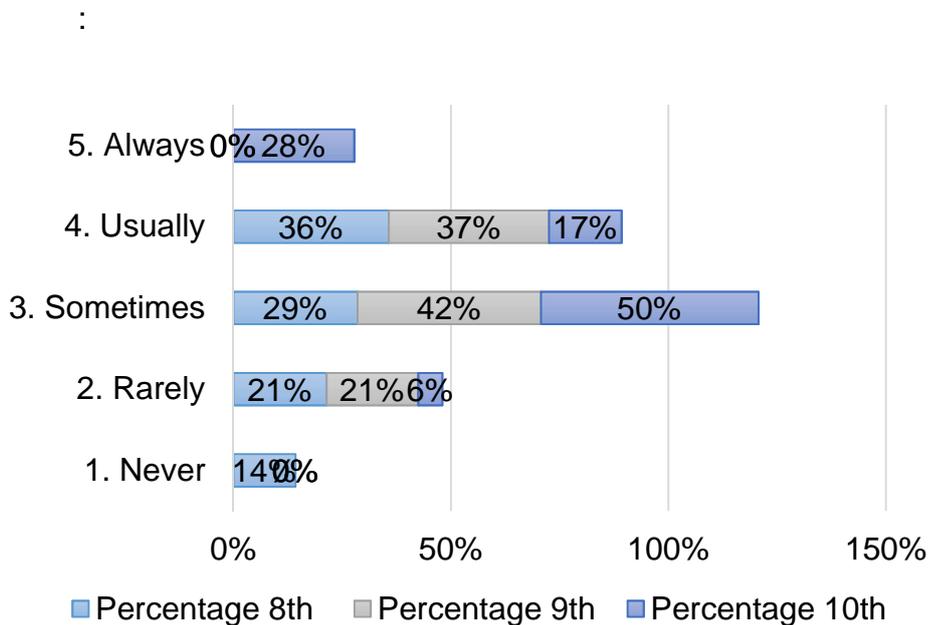


Graph 6. Results from question 6

The results of the surveys show that students have a greater planning skills when it comes to choose the way in which the activity will be performed. This results suggests students' capability in selecting strategies that suit each activity. Students' success at selecting strategies can provide a base for the learning and application of new strategies. This capability students have might be a result of a minimum of six years in students' academic life, in which students might have been collecting their individual set of basic learning strategies.

Table 7. Question 7: "I determine how I learn the best."

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	2	0	0	14%	0%	0%
2. Rarely	3	4	1	21%	21%	6%
3. Sometimes	4	8	9	29%	42%	50%
4. Usually	5	7	3	36%	37%	17%
5. Always	0	0	5	0%	0%	28%
Total	14	19	18	100%	100%	100%

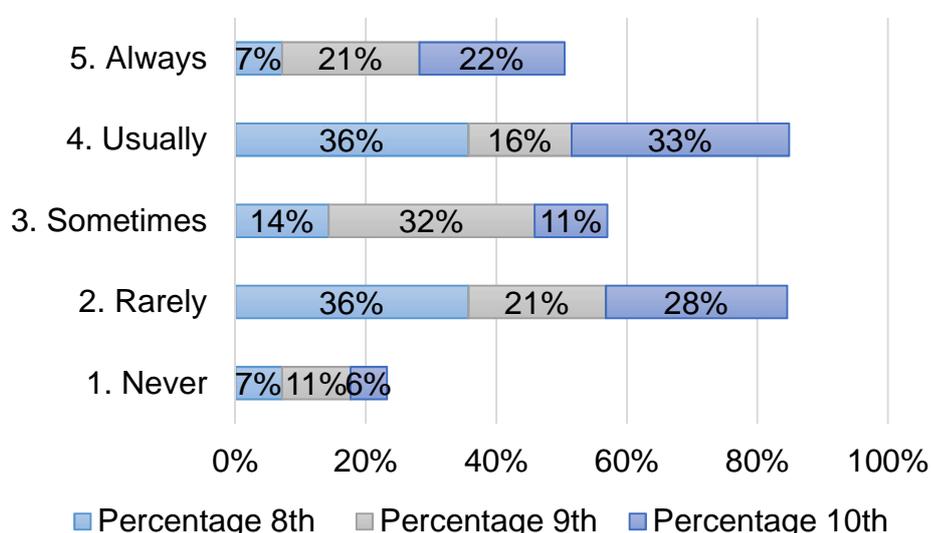


Graph 7. Results from question 7.

Similarly to the previous questions, students are capable of selecting a strategy that suits an activity. Despite this, there is still a lack of total awareness of the suitability of strategies according to students' own learning styles. This results show that students somehow have analyzed their learning processes; still, there is a need of reflection of their learning styles and the suitability of each strategy. In accordance to the previous question, this awareness in the analysis of strategies can be caused by students' academic life.

Table 8. Question 8: “While working on an activity, I check my progress.”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	1	2	1	7%	11%	6%
2. Rarely	5	4	5	36%	21%	28%
3. Sometimes	2	6	2	14%	32%	11%
4. Usually	5	3	6	36%	16%	33%
5. Always	1	4	4	7%	21%	22%
Total	14	19	18	100%	100%	100%

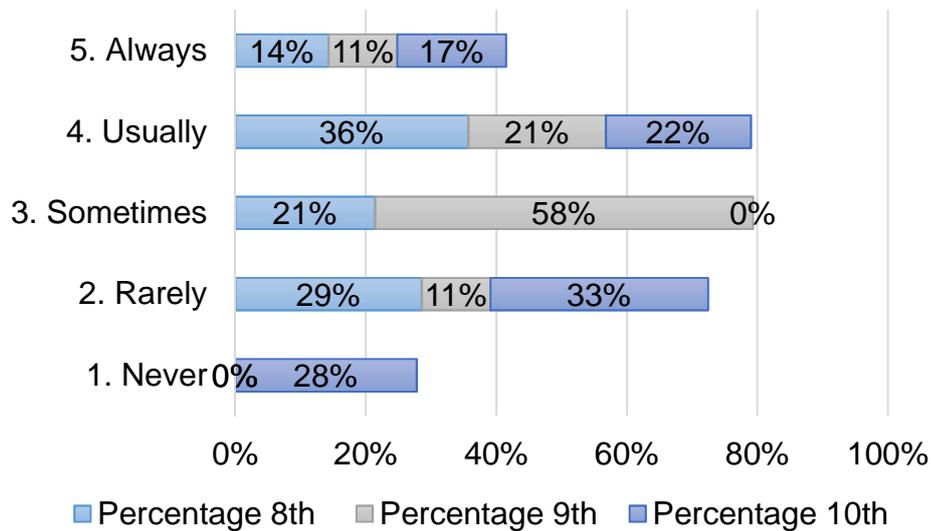


Graph 8. Results from question 8.

The result of the surveys applied indicate students self-monitoring strategies. Students self-monitoring strategies are somehow developed; nevertheless, there is still a high number of students who do not monitor their learning process while working on an activity. This lack of self-monitoring process might be caused due to the lack of self-planning strategies students have before starting the activity. When students do not know the purpose of doing an activity, students might feel activities are done in class solely to obtain a grade. As a consequence, learning would not be achieved.

Table 9. Question 9: “When I finish, I know what type of strategy I used to complete the activity.”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	0	0	5	0%	0%	28%
2. Rarely	4	2	6	29%	11%	33%
3. Sometimes	3	11	0	21%	58%	0%
4. Usually	5	4	4	36%	21%	22%
5. Always	2	2	3	14%	11%	17%
Total	14	19	18	100%	100%	100%

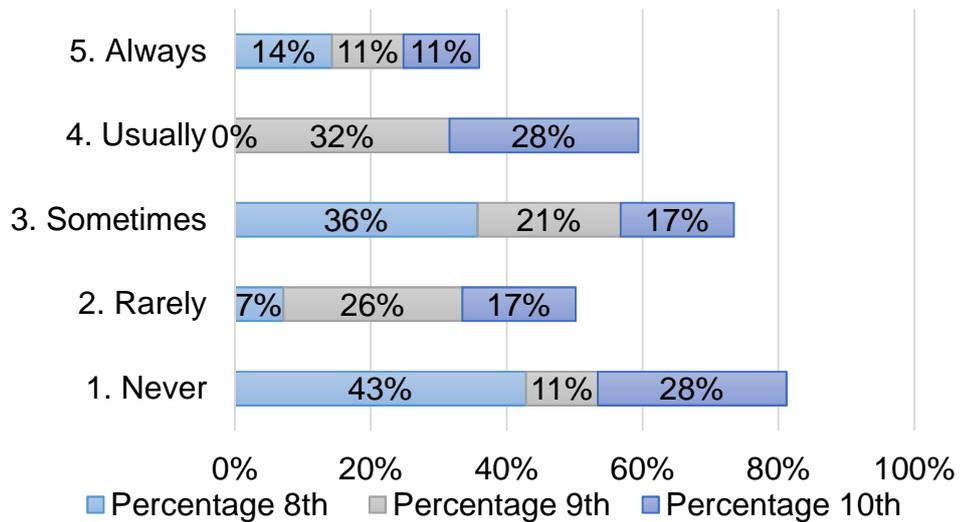


Graph 9. Results from question 9

The bar graph shows the amount of students who are conscious of the strategies they use when accomplishing an activity. According to the results, students' awareness is not so frequent when it comes to identify the strategy used during the activity. This could be caused by teachers as they do not mention the strategy name or introduce the strategy appropriately. The lack of explicit teachers' instruction on the use of the strategy can be shown with this results. As a result of this, students will not be able to totally identify which strategies suit them better.

Table 10. Question 10: “When I complete the activity, I evaluate how well I have used the strategy.”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	6	2	5	43%	11%	28%
2. Rarely	1	5	3	7%	26%	17%
3. Sometimes	5	4	3	36%	21%	17%
4. Usually	0	6	5	0%	32%	28%
5. Always	2	2	2	14%	11%	11%
Total	14	19	18	100%	100%	100%

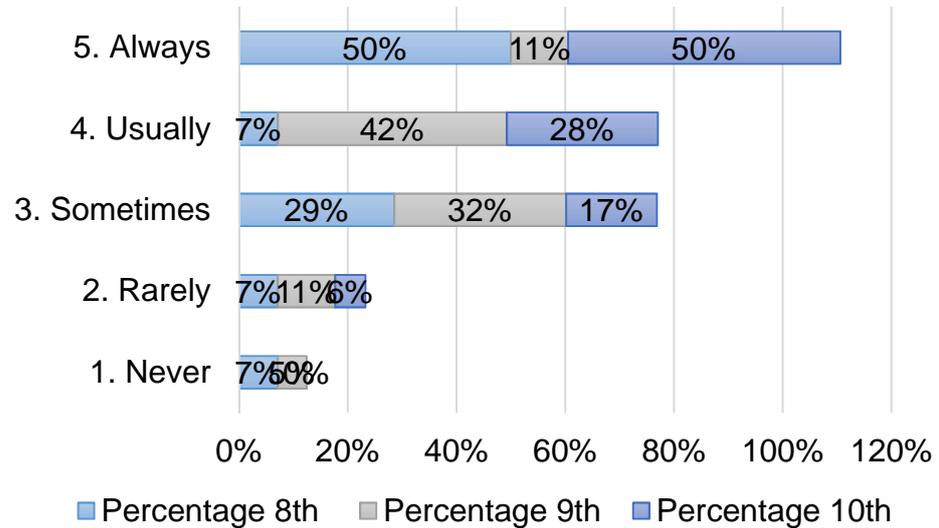


Graph 10. Results from question 10

The graph above shows the students' capacity of self-evaluating their success in the application of a strategy. The cause for a low frequency of self-evaluation on the use of strategy can be caused by the lack of awareness students have on the application actual use of strategies. This lack of self-evaluation could not allow students to develop their own repertoire of strategies. With self-evaluation, students would also become more critical about their own personal use of strategy.

Table 11. Question11: “I think about and use what I know to help me finish the activity.”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	1	1	0	7%	5%	0%
2. Rarely	1	2	1	7%	11%	6%
3. Sometimes	4	6	3	29%	32%	17%
4. Usually	1	8	5	7%	42%	28%
5. Always	7	2	9	50%	11%	50%
Total	14	19	18	100%	100%	100%

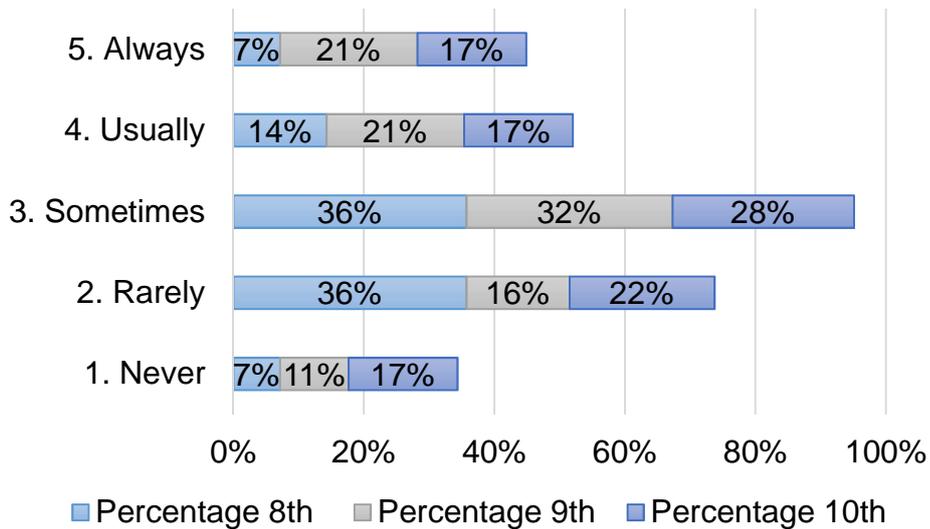


Graph 11. Results from question 11.

The graph above shows students capability of relating the use of their background knowledge to new learning situations. According to the surveys, students are mostly aware of the use of their background knowledge while performing an activity. This could be caused by a constantly review of previous content teachers perform at the beginning of the class. Even though, this type of instruction might have been applied for a long time, teachers should explicitly ask students to take back their previous knowledge to improve their comprehension of a new content.

Table 12. Question12: “I relate new concepts to my own life, experiences, knowledge, beliefs and feelings.”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	1	2	3	7%	11%	17%
2. Rarely	5	3	4	36%	16%	22%
3. Sometimes	5	6	5	36%	32%	28%
4. Usually	2	4	3	14%	21%	17%
5. Always	1	4	3	7%	21%	17%
Total	14	19	18	100%	100%	100%

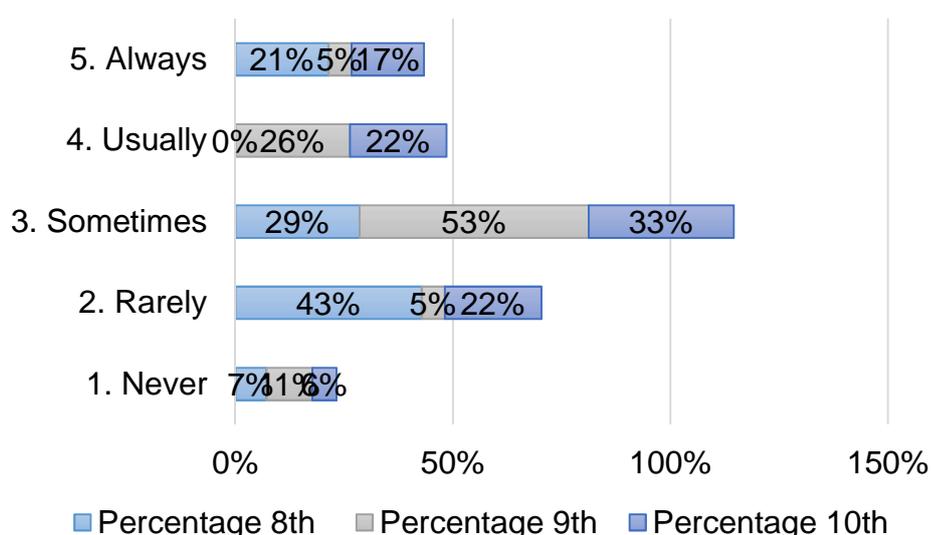


Graph 12. Results from question 12.

As shown on the graph, students do not usually relate new information to their lives and believes. These results show the students' lack of practicing in establishing relationships between new and already learnt concepts. This situation can be caused by a lack of students' reflection on the relationship between the knowledge they have and their own persona and their understanding of new concepts. The absence of practice can produce a decrease in students' capability to find a rule among situations.

Table 13 Question 13: "I apply the knowledge of another language to help me in English activities."

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	1	2	1	7%	11%	6%
2. Rarely	6	1	4	43%	5%	22%
3. Sometimes	4	10	6	29%	53%	33%
4. Usually	0	5	4	0%	26%	22%
5. Always	3	1	3	21%	5%	17%
Total	14	19	18	100%	100%	100%

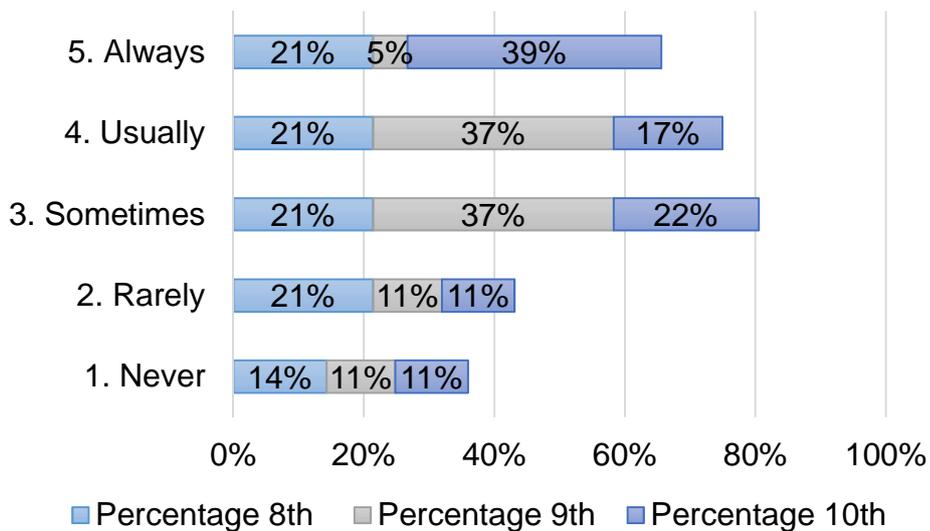


Graph 13. Results from question 13

The use of native language in the second language classroom have been mostly condemned, but students' awareness of how their native language can benefit them in the acquisition of a second language show a high metacognitive level of strategic competence. As students reflect on both language to find similarities and tools to help them, they are exercising their own metacognition and linguistic strategies. The use of this reflection could help students raise their metacognition level as well as increase their awareness of knowledge in the subject (self-monitoring).

Table 14. Question 14: “I think about similar words or describe a phrase when I do not know the meaning of a word in English.”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	2	2	2	14%	11%	11%
2. Rarely	3	2	2	21%	11%	11%
3. Sometimes	3	7	4	21%	37%	22%
4. Usually	3	7	3	21%	37%	17%
5. Always	3	1	7	21%	5%	39%
Total	14	19	18	100%	100%	100%

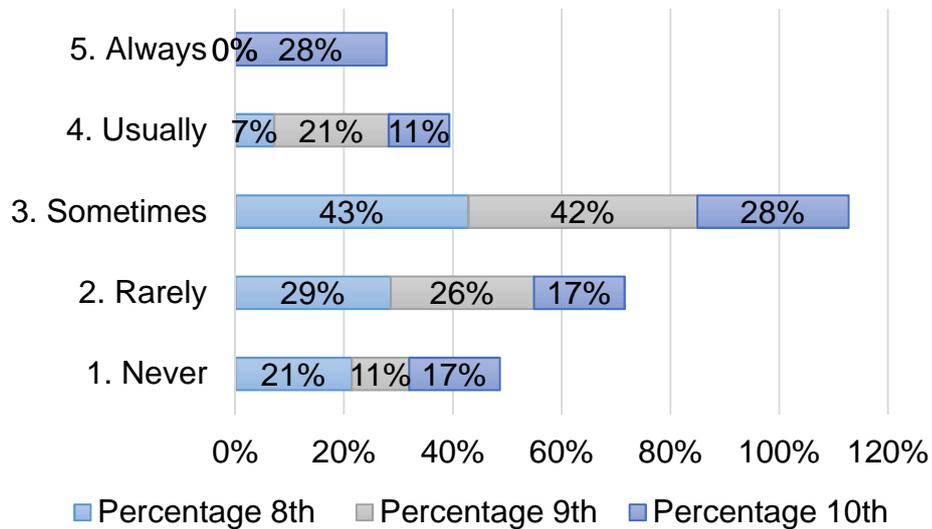


Graph 14. Results from question 14

The results shown on the graph reflect students' strategies when practicing a language. Students' capability of explaining a word when they do not know the actual word indicates their actual level of language proficiency. According to the results, students mostly apply this strategy. The lack of this strategy in students might be caused for a low level of language proficiency. This proficiency could be increased while students reflect on their own strategies when working with language.

Table 15. Question 15: "I relate or categorize words or ideas according to their attributes."

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	3	2	3	21%	11%	17%
2. Rarely	4	5	3	29%	26%	17%
3. Sometimes	6	8	5	43%	42%	28%
4. Usually	1	4	2	7%	21%	11%
5. Always	0	0	5	0%	0%	28%
Total	14	19	18	100%	100%	100%

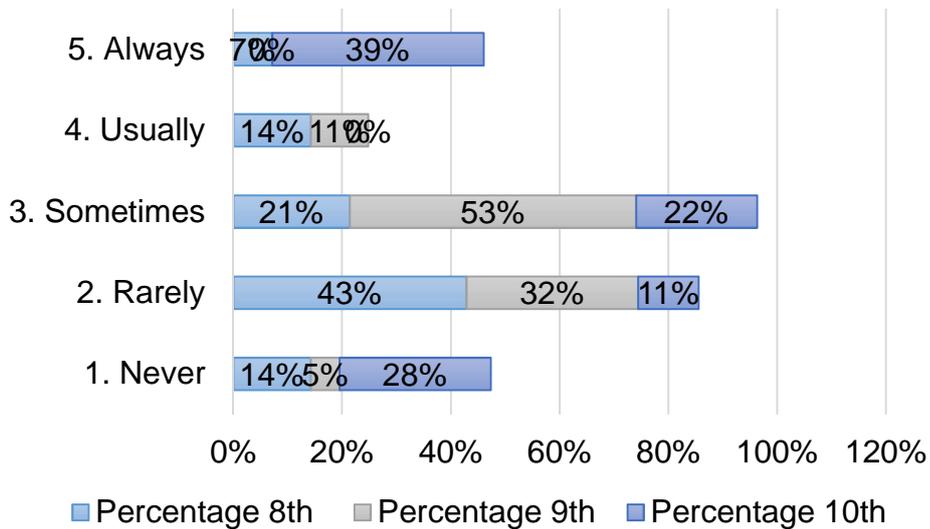


Graph 15. Results from question 15

The graph above shows that most of student do not make use of their cognitive strategies for classifying new words according to their category for memorization. This poor use of cognitive strategies might be cause since teachers do not help students reflect on the best ways to memorizing information which can end in an overall low academic proficiency. Students might not be able to perform this process by themselves; a change in teachers' instruction of strategies would help students reflect on the most suitable strategies to store and recall information. A great amount of students say they sometimes classify words into categories.

Table 16. Question 16: “I use or create visual representations of important relationships or concepts.”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	2	1	5	14%	5%	28%
2. Rarely	6	6	2	43%	32%	11%
3. Sometimes	3	10	4	21%	53%	22%
4. Usually	2	2	0	14%	11%	0%
5. Always	1	0	7	7%	0%	39%
Total	14	19	18	100%	100%	100%

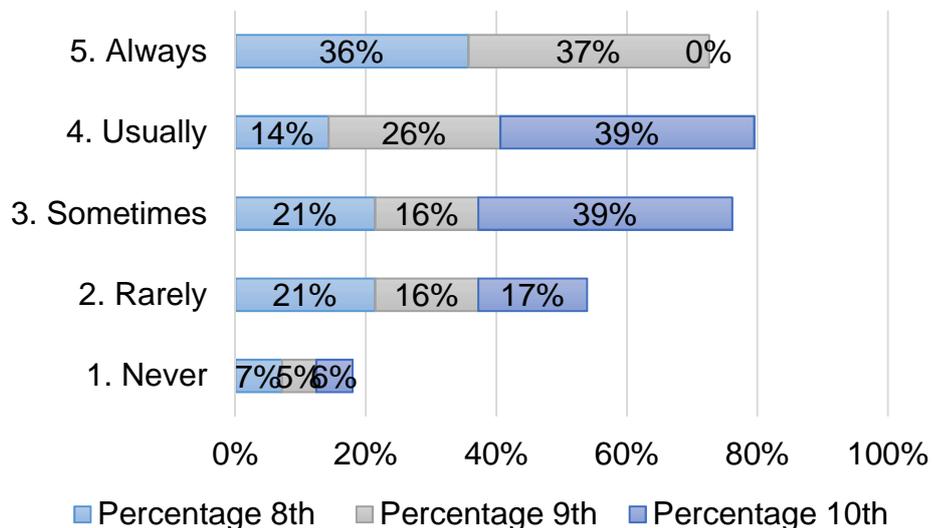


Graph 16. Results from question 16

The results of the surveys indicate students' ability in using Imagery strategy. According to the results, students do not usually make use of Imagery strategy as a way to understand concepts. The lack of the use of this strategy might be caused by the reduce knowledge teachers and students have about it. If applied, Imagery can help students in the storing of information which can be recalled in later situations.

Table 17. Question 17: “I focus on specific information, structures, key words, or ideas.”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	1	1	1	7%	5%	6%
2. Rarely	3	3	3	21%	16%	17%
3. Sometimes	3	3	7	21%	16%	39%
4. Usually	2	5	7	14%	26%	39%
5. Always	5	7	0	36%	37%	0%
Total	14	19	18	100%	100%	100%

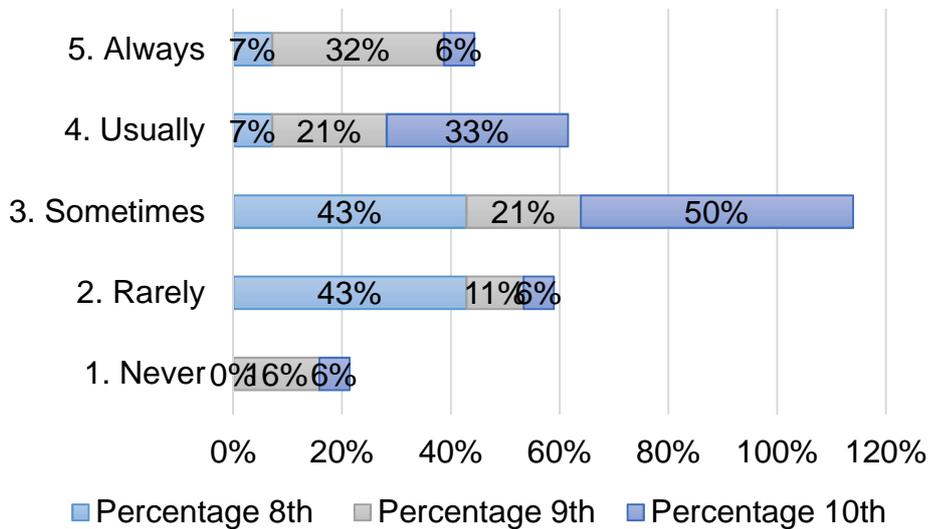


Graph 17. Results from question 17.

According to the graph, students focus on important information while reading or receiving a lecture. The results shown can be produced by the constant use of summarizing strategies teachers might apply in class. Moreover, this results show students ability in identifying relevant information on a text. The use of this strategy could help students focus on the most important information while studying or recalling previous content. If teachers explicitly teach this strategy, the capacity of students for focusing on important information could increase their overall academic proficiency.

Table 18. Question 18: "I follow models or patterns."

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	0	3	1	0%	16%	6%
2. Rarely	6	2	1	43%	11%	6%
3. Sometimes	6	4	9	43%	21%	50%
4. Usually	1	4	6	7%	21%	33%
5. Always	1	6	1	7%	32%	6%
Total	14	19	18	100%	100%	100%

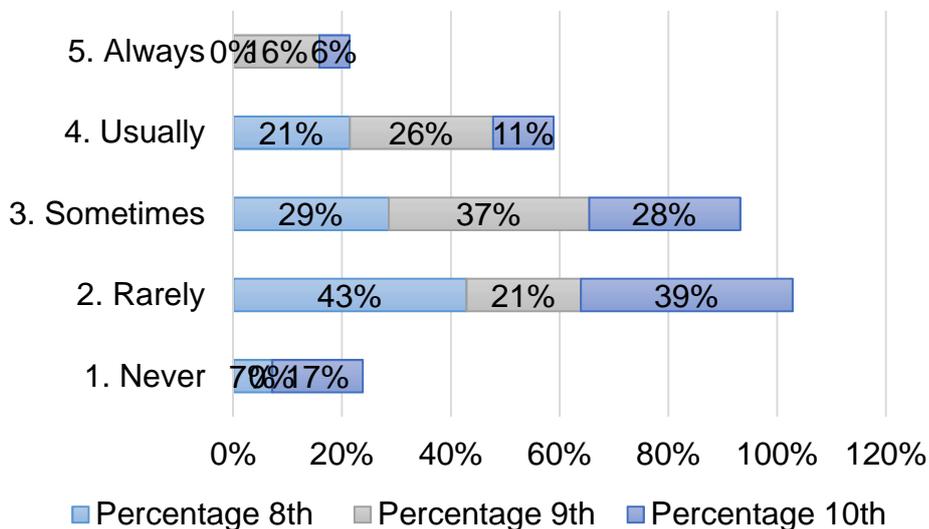


Graph 18. Results from question 18.

The result of the surveys shows a low application of rules as a learning strategy. The application of rules indicates that students might not have the capacity of relating new content to patterns. This situation might have been caused by poor instruction and modelling by teachers. The absence of modelling can cause a decrease in students' reflection of the content and strategies apply. Not being able to connect ideas will difficult students' learning process in learning and recalling of information.

Table 19. Question 19: "I ask questions in class."

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	1	0	3	7%	0%	17%
2. Rarely	6	4	7	43%	21%	39%
3. Sometimes	4	7	5	29%	37%	28%
4. Usually	3	5	2	21%	26%	11%
5. Always	0	3	1	0%	16%	6%
Total	14	19	18	100%	100%	100%

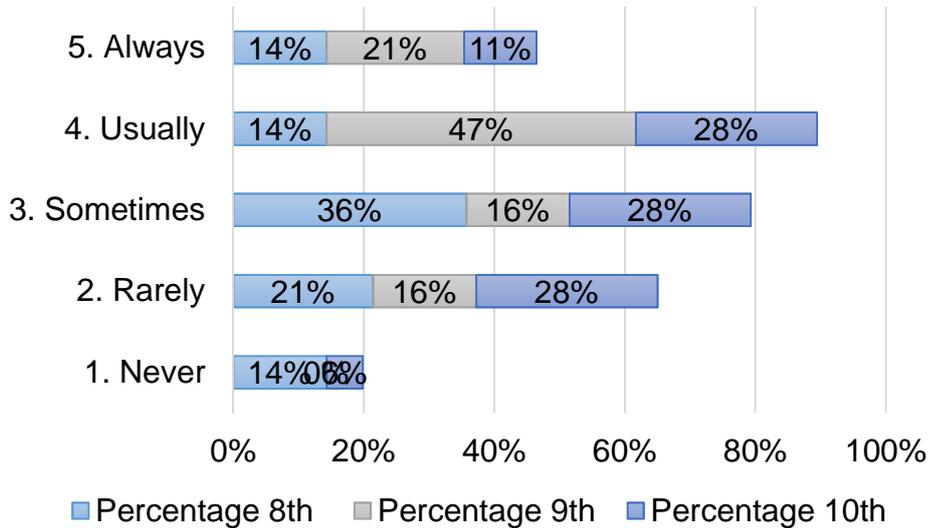


Graph 19. Results from question 19

The graph above shows students' frequency in asking questions in class. This can be caused either by a low level of engagement in the class or by teachers not allowing time for discussions. Even though, questioning is mostly performed by teachers, the absence of questioning by students can cause a misunderstanding of concepts since students do not check if their perceptions about concepts are correct. The lack of questioning can also cause a decrease on the interaction among students and between students and teachers.

Table 20. Question 20: "I work with others to complete activities, gain confidence, and give and receive constructive criticism."

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	2	0	1	14%	0%	6%
2. Rarely	3	3	5	21%	16%	28%
3. Sometimes	5	3	5	36%	16%	28%
4. Usually	2	9	5	14%	47%	28%
5. Always	2	4	2	14%	21%	11%
Total	14	19	18	100%	100%	100%

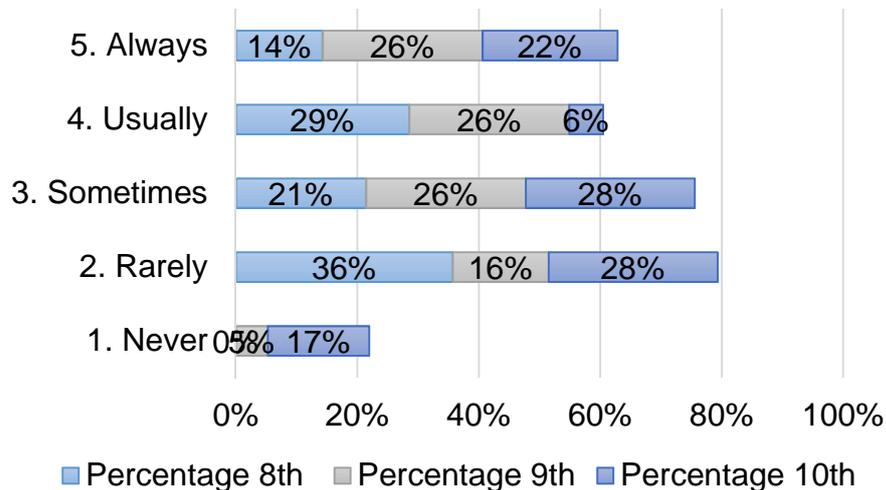


Graph 20. Results from question 20

While the graph above does show that most students have an interest towards group work, this interest is not big enough to conclude that teachers frequently use a variety of strategies that allow students to cooperate with each other. This lack of social strategies can be caused by a lack of knowledge teacher might have about social strategies to promote learning. Furthermore, students might not have been told explicitly the benefits of working as a group. Increasing use of cooperative strategies in the class will increase student's awareness on class cooperation and its benefits.

Table 21. Question 21: “I use internal resources to reduce my anxiety. I remind myself my progress, the resources I have in hand, and my objectives.”

Alternatives	Frequency			Percentage		
	8th	9th	10th	8th	9th	10th
1. Never	0	1	3	0%	5%	17%
2. Rarely	5	3	5	36%	16%	28%
3. Sometimes	3	5	5	21%	26%	28%
4. Usually	4	5	1	29%	26%	6%
5. Always	2	5	4	14%	26%	22%
Total	14	19	18	100%	100%	100%



Graph 21. Results from question 21

The graph above represents students' perceptions on their use of affective strategies. Despite the great amount of student who affirmed to use affective strategies, there is still a large amount of student who do not. This varied result might have been caused by a lack of instruction of affective strategies in the classrooms. Students who stated to use strategies more frequently might have learned that strategy by an outside source or previous teachers. Meanwhile, students who said to use the strategy less frequently might not have been taught affective strategies. Instructing teachers in affective strategies can increase students' capability in using this strategy as well as students' anxiety and affective filter levels.

**b. Questionnaire applied to teachers (See Annex B)**

**1. Which methods of instruction do you use with your students in World History class?**

Most interviewed teachers mentioned they used strategies such as reading aloud, class discussions, lectures, questions, and students' presentations.

**2. Do you have an inventory of strategies that you usually apply in the World History Class?**

Interviewed teachers stated the common activities they used in the class were summarization, identification of main ideas and details, and questioning.

**3. What type of strategies do you use the most to help students learn the content subject?**

Teachers mentioned their strategies mostly involve working with the content. (Cognitive). Teachers did not mention the application or use of any social/affective or metacognitive strategies.

**4. How do you present these strategies to students?**

Teachers said strategies in their classes are shown to students through examples of the application of them and not through the explicit explanation.

**5. When using strategies for the first time, how many periods do you give students to practice and master the strategy?**

Teachers said they usually give students three periods to practice on the strategy or skills they have introduced.

**6. Have you ever heard about CALLA Method?**

None of the teacher has never heard about this method and does not know its application.

**7. Do you know any Metacognitive, Cognitive, and Social/Affective Strategies?**

Teachers mentioned not to know any of these types of strategies.

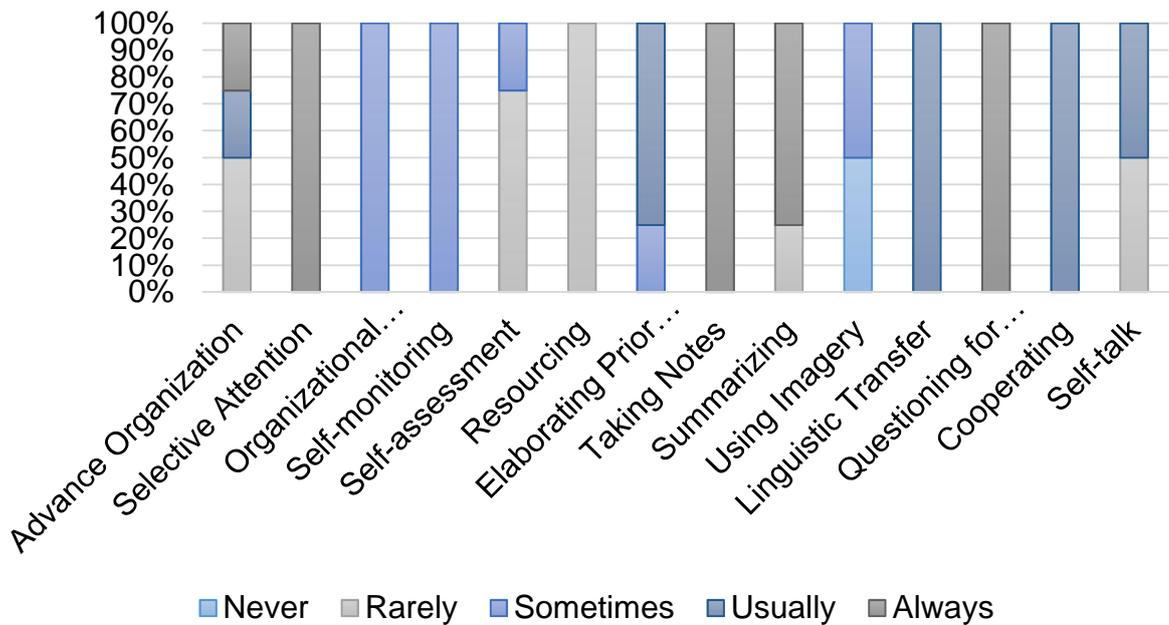
**8. How often you use these strategies in your classroom?**

Teachers' answers of their applications of the strategies in class, after a brief explanation of them, were the following:

Table 22. Use of strategies in class

Strategy	Never	Rarely	Sometimes	Usually	Always
Advance	0	2	0	1	1
Organization	0	0	0	0	4
Selective Attention	0	0	4	0	0
Organizational Planning	0	0	4	0	0
Self-monitoring	0	3	1	0	0
Self-assessment	0	4	0	0	0
Resourcing	0	0	1	3	0
Elaborating Prior Knowledge	0	0	0	0	4
Taking Notes	0	1	0	0	3
Summarizing	2	0	2	0	0
Using Imagery	0	0	0	4	0
Linguistic Transfer	0	0	0	0	4
Questioning for Clarification	0	0	0	4	0
Cooperating	0	0	0	4	0
Self-talk	0	2	0	2	0

Note: This table explains the frequency in the use of strategies according to World History teachers. The numbers represent the amount of teachers using the strategy.

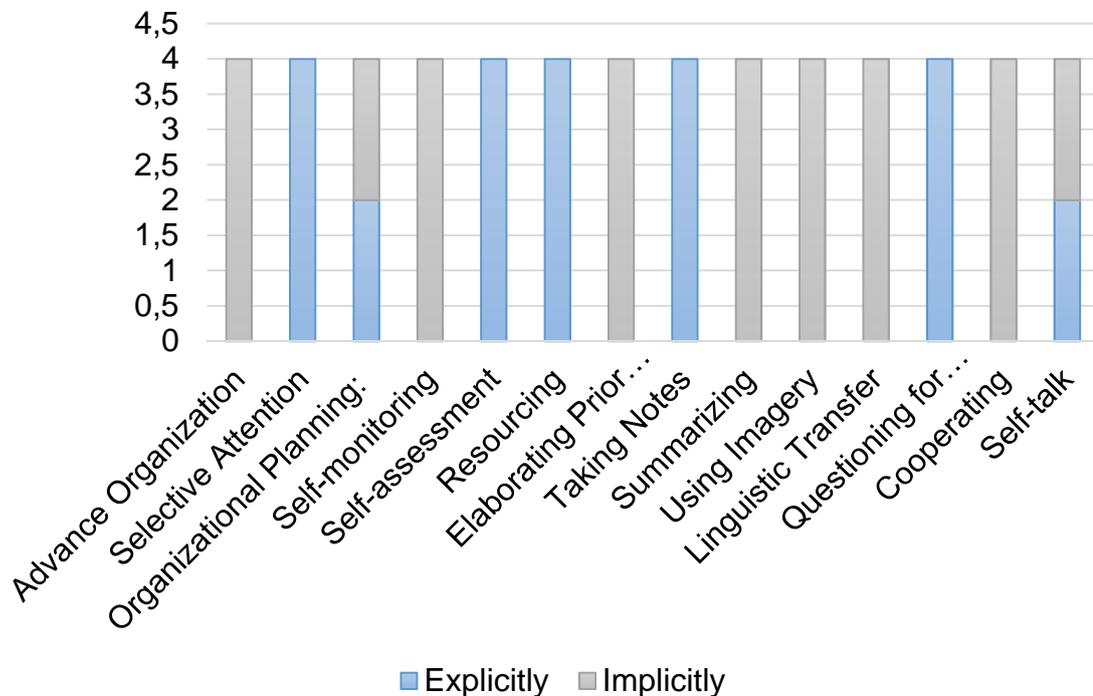


Graph 22. Use of Strategies

Table 23. Type of Instruction of strategies

Strategy	Explicitly	Implicitly
Advance Organization	0	4
Selective Attention	4	0
Organizational Planning:	2	2
Self-monitoring	0	4
Self-assessment	4	0
Resourcing	4	0
Elaborating Prior Knowledge	0	4
Taking Notes	4	0
Summarizing	0	4
Using Imagery	0	4
Linguistic Transfer	0	4
Questioning for Clarification	4	0
Cooperating	0	4
Self-talk	2	2

Note: This table shows the type of instruction of Strategies used in the World History class according to teachers.



Graph 23. Method of instruction of the strategy

After conducting interviews with the teachers, the following conclusions can be reached:

- Teachers do not have an inventory of more than three strategies they commonly used for their classes.
- Teachers do not know about CALLA Method, its applications and stages.
- Teachers do not know about the types of strategies that can be used in class and the differences among them.
- Teachers mostly present strategies through the use of examples without providing opportunities for discussions about the use and benefits of each strategy.
- After providing a brief explanation, teachers were able to recognize some of the strategies, but most of the strategies were mentioned to be explicitly applied.

With these results and conclusions, it can be affirmed that CALLA Method is not being applied at Unidad Educativa Steiner Internacional and students are lacking of learning strategies suitable to their learning styles and needs.

**c. Class observations (See Annex C)**

Through the class observations performed to teachers, it was possible to reach the following conclusions:

- Both teachers observed presented their lesson in an organized and logical way with clearly evidence of having planned the class in advance. Both teachers provided examples using what students already know as well as appropriate background information to aid them in the acquisition of new content. Both teachers observed provided definitions and explanations of new concepts and events.
- Both teachers helped students and answered students' questions at an adequate time. Both teachers encourage students' participation and interaction among them.
- One of the teachers observed subtly mentioned the content objectives to be reached at the end of the lessons. None of the teachers mentioned language or strategic objectives to students.
- None of the teachers observed describe the strategies that were used in the class nor give an example of how and when the strategies can be applied and its benefits.
- Students were generally participative and engaged with the class and worked on assigned tasks. Although they barely asked questions, asked for assistance to teachers or use referential material in the class.

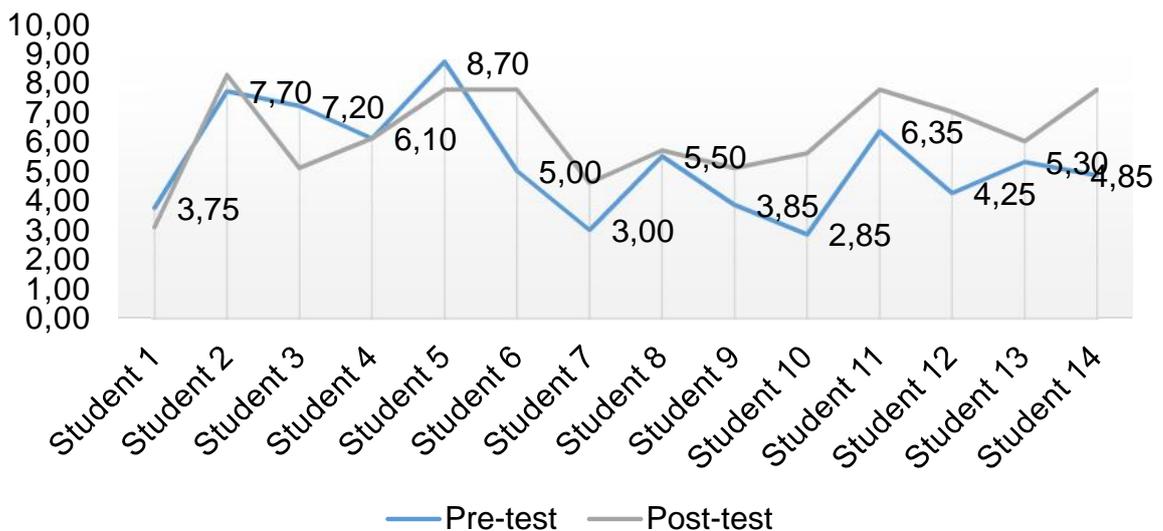
Teachers' preparation in the content and planning was evidently shown throughout the observation. Nevertheless, teachers did not use any type of explicit instruction in the use of the strategies. Teachers did not explain students what the purpose of the strategy was or promote a discussion among students about the use of strategies. Strategies were modeled in class as activities.

**d. Pre-test and Post-test (See Annex D)**

*Table 24. Pretest and Posttest Comparison*

Students	Pre-test	Post-test	Improvement
Student 1	3,75	3,10	-17%
Student 2	7,70	8,25	7%
Student 3	7,20	5,10	-29%
Student 4	6,10	6,10	0%
Student 5	8,70	7,75	-11%
Student 6	5,00	7,75	55%
Student 7	3,00	4,60	53%
Student 8	5,50	5,70	4%
Student 9	3,85	5,10	32%
Student 10	2,85	5,60	96%
Student 11	6,35	7,75	22%
Student 12	4,25	7,00	65%
Student 13	5,30	6,00	13%
Student 14	4,85	7,75	60%
Total	74,40	87,55	18%
Mean	5,31	6,25	18%
Standard Deviation	1,75196906	1,51053535	
Max	8,70	8,25	-5%
Min	2,85	3,10	9%

*Note:* This table shows the results of both pretest and posttest. The percentage of improvement is also shown.



*Graph 24. Pre and posttests comparison*

Pre and posttests include a variety of questions which can measure both academic language and content performance in students. In the results of the pretest, students' did not reach the grade needed for passing the exam, which is 7.00, in a 78.57 %. In contrast, after applying the CALLA Method in class, the amount of students who did not reach the grade to pass the exam decreased by 21.43% showing that students' performance of the tests was influenced by the use of strategies in the class. Both tests show a significant difference of 18% total. Excluding three students from this course who had a decrease on their grades, students had an overall of 31% if improvement.

## 4. Proposed Project

### 4.1. Title

#### **CALLA Method Application Guide**

### 4.2. Justification

Before stating a justification of this proposal, it is necessary to point out some of the conclusions that have been made from the research. Firstly, it has been proven throughout this research that CALLA Method helps students improve their academic proficiency in its three aspects, academic language, content and strategic competence. This project includes theoretical research about the benefits and also experimental research as an aid to prove the theoretical findings on students in 8th to 10th Grades at Unidad Educativa Steiner Internacional. Secondly, through a survey, it has been proven that students do not have a repertoire of strategies that can be used to support their own learning process. The lack of knowledge about CALLA Method has also been discovered through classroom observations and teachers questionnaires.

At Unidad Educativa Steiner Internacional, there is a need in teachers to have in hand a set of strategies suitable to the World History content and a guide to aid its application. Teachers are always innovating their instruction and resources. Teachers' instruction include a small set of activities that are repetitive which can cause monotony and likewise demotivation of students. The creation of a guide for the use of the different types of strategies can help teachers with their innovative process. Teachers then could help improve their instruction by providing new and interesting learning strategies which might not have been learned or applied by students before.

Moreover, students need to have independency while studying. If teachers do not know the appropriate tools to help students, students will not be able to successfully accomplish their goal of being independent learners.

### 4.3. Objectives (Broad and specific)

- **Broad**

To inform about CALLA Method and the use of Cognitive, Metacognitive and Social/Affective Strategies in the World History Class in 8th to 10th Grades at Unidad Educativa Steiner Internacional.

- **Specific**

1. To identify a suitable set of strategies aligned with the World History textbook at Unidad Educativa Steiner Internacional.
2. To develop a guide for the application of strategies using CALLA Method.
3. To discuss about CALLA Method and strategies with teachers from the English Area at Unidad Educativa Steiner Internacional.
4. To facilitate teachers from the English Area and coordinator a copy of the guide for the application of strategies using CALLA Method for further reading.

#### **4.4. Content framework of the proposed project plan**

CALLA Method was developed by Uhl Chamot and O'Malley as a result of research based on students' learning strategies and their language acquisition success (Chamot & O'Malley, 1996). The purpose of applying CALLA Method into the classroom is to provide students with an explicit instruction of strategies while acquiring new content and developing new language skills. The integrations of these three types of objectives promote a successful development of academic proficiency which as Krashen (2011) stated has three components, content, language and strategic competence. Developing a lesson in CALLA requires five stages in which the three components of academic proficiency are practiced. This planning involves the actual reflection of students in the application and use of the strategy as a vital process in the method's success.

The first stage of planning in CALLA is called preparation. In this stage, the teacher and students inquire on students' knowledge of the strategy and content. The second stage of planning in CALLA involves a presentation of the learning strategy based on a specific content and language. The teacher models the strategy to allow students comprehend the use of it. A third stage in the CALLA planning is called practice. At this stage, students are asked to put what the teacher has already modeled using new content. The fourth stage of the planning is evaluation. Throughout this stage, the teacher must lead discussions about the use of the strategy in the class and its effectiveness. Teacher can help students reach a conclusion about how and when it is possible to apply the strategy. The last stage of the planning is Expansion. Teachers can assign

different types of activities to provide students practice for using and practicing the strategy by themselves. (Chamot A. U., 2009)

The CALLA Method is applied with three strategies type, metacognitive, cognitive and social/ affective strategies. Metacognitive strategies teach students how they can be in charge of their own learning. As a result of this, a variety of strategies which include the reflection on one's learning process is applied in the class. The other type of strategies is also used. Cognitive strategies allow students to use the actual content from the class to work with. Social Affective strategies is based on the interaction between students-teacher or student-student. This type of strategies relies on the using of the students' classmates as human resources to check understanding and information. (Chamot A. U., 2009)



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## Type of Strategies

### **Metacognitive Strategies**

Metacognitive strategies are those in which the learner is involved in the planning, monitoring and evaluation of their own learning performance (Chamot A. U., 2009).

These metacognitive strategies include the following:

- ✓ Directed attention: focusing on the activity ignoring environmental distractions.
- ✓ Selective attention: focusing on specific information that is useful to achieve the learning objective.
- ✓ Organizational planning: creating an outline for the activity.
- ✓ Self-monitoring: checking the learning success during the activity.
- ✓ Self-evaluation: checking the success in meeting the learning objectives of the activity.

### **Cognitive Strategies**

Cognitive strategies are those in which the student is able to interact with the material or content that is being learned manipulating the material physically or mentally (Kanter, 2002). According to Chamot (2009), cognitive strategies are classified into three categories: rehearsal, organization, and elaboration strategies.

Some examples of these strategies are the following:

- ✓ Imagery
- ✓ Summarization
- ✓ Inference
- ✓ Transfer
- ✓ Deduction
- ✓ Grouping
- ✓ Note-taking
- ✓ Elaboration of prior knowledge

### **Social/Affective Strategies**

Social/affective strategies involve the interaction with others while controlling one's own learning. Students enhance their learning not only by social interaction, but also considering their emotions throughout the process. (International and Heritage Languages, 2008).

Social/affective strategies can include the following:

- ✓ Asking for clarification
- ✓ Self-talk
- ✓ Cooperative learning

Strategies and techniques used in this guide

Strategies	Techniques
<b>Metacognitive</b>	
Self-monitoring	- 5Wh-How Questions
<b>Cognitive Strategies</b>	
Imagery Summarization Inference Transfer Deduction Grouping Note-taking Elaboration of prior knowledge	- Picture This - T-Note - KWL - Mind Map - Cornell Method - Outline
<b>Social/Affective Strategies</b>	
Asking for clarification Cooperative learning	- Speed Dating - Jigsaw - Corner

## Planning In CALLA

### **Preparation Phase**

The purpose of this phase is to help students be aware of the significance of their prior knowledge on the new learning process. Teachers encourage metacognitive knowledge that involves the awareness of the different activities to assist language learning, the kind of activities that will be done, and the importance of having a repertoire of strategies for improving the learning process.

Teachers can use discussions about different strategies using students' language to address the strategies they have already worked with. Students can work with group discussions the challenges and benefits they have experienced while using certain learning strategies in the class. Students can also compare the strategies they use in their native and second language to acquire academic content. Teachers may want to use the modelling of "thinking aloud" to help students identify the strategies they currently use. With the use of thinking aloud technique, teachers would be providing a tool for students to identify new strategies that they think may be helpful for their learning. In the modelling of thinking aloud, teachers can participate by reflecting on their own learning strategies. (Chamot A. U., 2009)

### **Presentation Phase**

During the presentation phase, the teacher explicitly instruct students on a specific learning strategy while providing guidance on how to use the strategy. The instruction of the strategy should include the specific name of the strategy, benefits on using the strategy, and which types of tasks the strategy can suit. This explicit instruction can increase students' metacognitive awareness of the relationship between the use of the strategy and learning. Students and teacher can agree on a name for the strategy that can help them identify the strategy in later classes. The instruction on how to use the strategy should be done more than once using examples for students to have a clear understanding on the use of it. It is important that teachers caution students on the time that is required to master the strategies. (Chamot A. U., 2009)

## **Practice Phase**

The role of the teacher during this phase depends on the level of expertise students have to apply the strategy that is being used. In a learning phase of the strategy, teacher should consider providing more students scaffolding their practice to help them achieve a level of independence in the use of the strategy. In this way, at the beginning the teacher may want to provide an example with missing steps for students to complete, but when the students have already used the strategy several times, teachers may want to have them complete the tasks by themselves. Assignments on the practice phase can be performed in groups or individually. The assignment must coincide with the type of task provided by the teacher during the presentation phase. When working independently, students should be giving opportunities to reflect in groups about the use of the strategy. Another techniques, such as thinking aloud, could be used to help them report their thoughts. The most important key to gain experience in the use of strategies is to discuss the strategies and their application with peers. (Chamot A. U., 2009)

## **Evaluation Phase**

During the Evaluation phase, teachers should encourage students to reflect on the use of the strategy and to appraise their success and the contribution of the strategy on their learning. Teacher can ask students to write down the strategies used and the way they affected their learning process as well as any adaptation they have made to the strategies for a better use. Reflection on the limitations students had on the application of the strategy is also advisable since it can help students predict future challenges when using the strategy and have a better judgment on the selection of the strategy according to their own learning process. Additionally, teacher can ask students to reflect on their own learning styles and needs to help them be aware that certain strategies might not be useful for all of them. (Chamot A. U., 2009)

## **Expansion Phase**

As its name states, expansion phase is an opportunity for the teacher to expand the application of the strategies with materials different from the ones used in class. Teachers can also encourage students to compare the

effectiveness of different strategies for each type of material or task. With this exercise, students could have another way of evaluating the strategies used in class. Having this reflection, teacher can ask students to list the strategies they have used so far and to create a list materials or tasks they can use with each strategy. This activity will not only help students' metacognitive skills but will also provide them with a personalized repertoire of their most useful strategies. (Chamot A. U., 2009)

## The First People<sup>1</sup>

### **Strategy**

Activating Prior knowledge

### **Technique:**

KWL Chart

### **Objectives**

#### **Content:**

To learn how modern humans spread from Africa to other lands and developed ways to adapt to their environments.

#### **Language:**

To use adjectives to describe early humans.

#### **Strategy:**

To use prior knowledge to preview and establish new content goals

#### **Materials:**

KWL Chart  
Human Legacy book  
Notebooks  
Pens

#### **Vocabulary<sup>1</sup>:**

Culture  
Artifacts  
Hominid  
Paleolithic Era  
Nomads  
Hunter-gatherers  
Animism  
Cycle

### **Preparation:**

- Show students a map about Early People and Agriculture and ask students their ideas about fossils and agricultural sites in Africa.
- Ask students how they use their previous knowledge in order to preview new content to learn and establish new learning goals.

### **Presentation:**

- Explain students the purpose of using prior knowledge.
- Describe to students when and how to use their prior knowledge to establish learning goals.
- Hand out the KWL Chart to students and explain their columns.
- Show students an example of how to use the KWL Chart.
- Ask students their ideas about the usefulness of the KWL Chart.

### **Practice:**

- Ask students to write ten facts they know about early humans and their customs on the What I Know section. Share ideas in class. Students can complete their charts writing from their classmates' ideas.
- Ask students to write five other facts they want to learn from early humans What I Want to know section.
- Ask students read the section and find adjectives to describe early humans and their daily life.
- Ask students write ten new facts they have learned about the first people on the What I Learned section.

### **Evaluation:**

- Ask students to share what they have learned in class with their classmates.
- Ask students how helpful it was to use their prior knowledge to understand new content.
- Discuss about their limitations on applying the strategy and how to overcome them.

### **Expansion:**

- Students will write a summary using the new and prior knowledge about the topic. Ask students to compare what they predict and their actual learning.

<sup>1</sup>From "Holt World History: Human Legacy" by Ramírez, S. E., Stearns, P. N., Wineburg, S. S., & Goldberg, S. A., 2008, Austin, TX: Holt, Rinehart and Winston. Copyright 2008 by Holt, Rinehart and Winston.

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

### KWL Chart

What I Know	What I Want to know	What I Learned

## The Beginning of Agriculture<sup>1</sup>

<p><b><u>Strategy</u></b> Self-Monitoring</p> <p><b><u>Technique:</u></b> 5Wh-How Activity</p> <p><b><u>Objectives</u></b> <b>Content:</b> To learn why the development of agriculture was one of the most important turning points in human history and how significantly changed the way in which many people lived.</p> <p><b>Language:</b> To review and elaborate well-structured sentences.</p> <p><b>Strategy:</b> To check one's comprehension during reading</p> <p><b><u>Materials:</u></b> KWL Chart Human Legacy book Notebooks Pens</p> <p><b><u>Vocabulary</u><sup>1</sup>:</b> Neolithic Era Neolithic Revolution Domestication Pastoralists Megaliths Bronze Age Domestic</p>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>- Show students pictures about animals and plants before and after domestication and ask students what the word domestication means.</li><li>- Ask students what they use monitor their comprehension while reading and how monitoring self-comprehension helps in their learning of new content.</li></ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>- Explain students the purpose of monitoring self-comprehension.</li><li>- Describe to students when and how they can monitor their own comprehension.</li><li>- Hand out the 5Wh-How Chart to students and explain their use.</li><li>- By reviewing the last class, review question words with students and how to formulate questions correctly using the 5Wh-How Chart.</li><li>- Ask students their ideas about the usefulness of monitoring one's comprehension.</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>- Ask students to start reading the text.</li><li>- Ask students to stop after reading each paragraph and complete the table by asking and answering themselves questions about the content that has been read.</li><li>- After completing reading the section, discuss students' notes with the class.</li><li>- Students add new information to the table after listening to their classmates notes.</li></ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"><li>- Ask students for an oral summary of their notes.</li><li>- Ask students how helpful it was to monitor their reading comprehension while reading.</li><li>- Discuss about their limitations on applying the strategy and how to overcome them.</li></ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"><li>- Students will write a summary using their notes in the class. Ask students to practice the strategy at home.</li></ul>
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<sup>1</sup>From "Holt World History: Human Legacy" by Ramírez, S. E., Stearns, P. N., Wineburg, S. S., & Goldberg, S. A., 2008, Austin, TX: Holt, Rinehart and Winston. Copyright 2008 by Holt, Rinehart and Winston.

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

### 5WH-How Chart

Question	Answers
What?	
Where?	
When?	
Who?	
Why?	
How?	

*Fertile Crescent Empires<sup>1</sup>*

<p><b><u>Strategy</u></b> Note-taking</p> <p><b><u>Technique:</u></b> Cornell Method</p> <p><b><u>Objectives</u></b> <b>Content:</b> To know how Indo-European invaders introduced new technologies to the Fertile Crescent while adapting earlier technologies developed by the civilizations they encounter there.</p> <p><b>Language:</b> To select important information from a lecture or a text.</p> <p><b>Strategy:</b> To take well organized notes using the most important information about a text or lecture.</p> <p><b><u>Materials:</u></b> Cornell Method Human Legacy book Notebooks Pens</p> <p><b><u>Vocabulary<sup>1</sup>:</u></b> Indo-Europeans Steppes Nebuchadnezzar II technique</p>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>- Review with students content about the first civilizations in Mesopotamia.</li><li>- Ask students what really means to take notes.</li><li>- Ask students about their methods and strategies to write notes.</li></ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>- Explain students how to take notes successfully.</li><li>- Describe to students when and how to write notes.</li><li>- Introduce students the Cornell Method to take notes and explain each of its parts.</li><li>- Show students an example of how to use the Cornell Method.</li><li>- As a class, complete a Cornell Method with one subheading from the section.</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>- Lecture students or present slides about the section.</li><li>- Ask students to take notes of the class by using the Cornell Method.</li><li>- Ask students to include the most important definitions and ideas about the class.</li><li>- After finishing the section, ask students to share their notes as a whole class, in groups, or pairs.</li><li>- Ask students about the important definitions from the class.</li></ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"><li>- Ask students to share what they have learned about taking notes in the class.</li><li>- Ask students how helpful it was to take notes during the class and how they can use this notes for further study sections.</li><li>- Discuss about their limitations on applying the strategy and how to overcome them.</li></ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"><li>- Students will use their notes to summary the section. Ask students to create a mind map about the section.</li></ul>
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<sup>1</sup>From “*Holt World History: Human Legacy*” by Ramírez, S. E., Stearns, P. N., Wineburg, S. S., & Goldberg, S. A., 2008, Austin, TX: Holt, Rinehart and Winston. Copyright 2008 by Holt, Rinehart and Winston.

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

### **Cornell Method**

Cue Column	Note-Taking Column
Summary:	

*The Hebrews and Judaism*<sup>1</sup>

<p><b><u>Strategy:</u></b> Cooperative Learning</p> <p><b><u>Technique:</u></b> Jigsaw</p> <p><b><u>Objectives</u></b> <b>Content:</b> To explain how the ancient Hebrews and their religion, Judaism, have been a major influence on Western civilization.</p> <p><b>Language:</b> To discuss about main ideas and details.</p> <p><b>Strategy:</b> To exchange information with classmates.</p> <p><b><u>Materials:</u></b> Outlining Worksheet Human Legacy book Notebooks Pens</p> <p><b><u>Vocabulary</u></b><sup>1</sup>: Judaism Torah Abraham Covenant Patriarch Moses Exodus Diaspora Monotheism</p>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>- Show students images about Christianity and ask them their opinions about the beginning of Christianity and Judaism.</li><li>- Ask students in which ways they can get advantage of their classmates' knowledge to understand new information.</li></ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>- Explain students the purpose of using cooperative learning activities to help solidify new content.</li><li>- Introduce the Jigsaw activity. Divide students into two groups and ask them to read and analyze the main ideas from a text.</li><li>- Ask students to discuss about their topics in their groups.</li><li>- Ask students their ideas about the usefulness of discussing new information in groups.</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>- Arrange students into new groups integrating members from topic subtopics in each group.</li><li>- Ask students to teach their classmates about each of their topics of expertise.</li><li>- Ask students to write down notes about their classmates comments.</li></ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"><li>- Ask students to go back to their original seats.</li><li>- Ask students to share aloud what they have learned in class with their classmates.</li><li>- Ask students how helpful it was to discuss the content in groups.</li><li>- Discuss about their limitations on applying the strategy and how to overcome them.</li></ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"><li>- Students will write a summary in groups using all the information gathered about the section.</li></ul>
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<sup>1</sup>From "Holt World History: Human Legacy" by Ramírez, S. E., Stearns, P. N., Wineburg, S. S., & Goldberg, S. A., 2008, Austin, TX: Holt, Rinehart and Winston. Copyright 2008 by Holt, Rinehart and Winston.

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

### Outlining

Subtopic 1: \_\_\_\_\_

Detail 1. \_\_\_\_\_

Detail 2. \_\_\_\_\_

Detail 3. \_\_\_\_\_

Subtopic 2: \_\_\_\_\_

Detail 1. \_\_\_\_\_

Detail 2. \_\_\_\_\_

Detail 3. \_\_\_\_\_

Subtopic 3: \_\_\_\_\_

Detail 1. \_\_\_\_\_

Detail 2. \_\_\_\_\_

Detail 3. \_\_\_\_\_

Subtopic 4: \_\_\_\_\_

Detail 1. \_\_\_\_\_

Detail 2. \_\_\_\_\_

Detail 3. \_\_\_\_\_

Main Idea: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*The Kingdom of Egypt<sup>1</sup>*

<p><b><u>Strategy</u></b> Questioning for clarification</p> <p><b><u>Technique:</u></b> Speed Dating</p> <p><b><u>Objectives</u></b> <b>Content:</b> To describe why Egypt was one of the most stable and long-lasting civilization of the ancient world.</p> <p><b>Language:</b> To formulate well-structured questions.</p> <p><b>Strategy:</b> To ask questions for clarification of knowledge.</p> <p><b><u>Materials:</u></b> Speed Dating Worksheet Human Legacy book Notebooks Pens Bell</p> <p><b><u>Vocabulary<sup>1</sup>:</u></b> Delta Cataracts Menes Pharaoh Theocracy Bureaucracy Hatshepsut Ramses the Great Successors</p>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>- Introduce the topic with a video or showing photos about Egyptian Culture.</li><li>- Ask students questions about the pictures or video.</li><li>- Ask students about the importance of asking questions to clarify information that has not been completely understood.</li></ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>- Explain students the purpose of asking for clarification and describe when and how to use the strategy.</li><li>- Remark the importance of performing the activity in an organized way.</li><li>- Read a paragraph with students and model the strategy asking and answering questions about the text.</li><li>- Make students reflect on the usefulness of asking questions to classmates and the human resources available to do it (classmates/parents/teachers).</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>- Ask students to independently read the section.</li><li>- Ask students to elaborate ten questions about information they did not completely understand.</li><li>- Arrange students into two columns and have them ask each other their questions.</li><li>- Students will exchange information and take notes about their questions and comments from their classmates.</li><li>- Allow students to have up to two minutes to discuss each question with their classmates. Ring a bell every two minutes to indicate the change of partner.</li></ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"><li>- Ask students to share what they have learned in class with their classmates and ask the class any question that could not be solved during the speed dating activity.</li><li>- Make students reflect how helpful it was to use interaction with classmates as a tool to understand new content.</li><li>- Discuss about their limitations on applying the strategy and how to overcome them.</li></ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"><li>- Students will write a summary using the notes taken throughout the session.</li></ul>
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<sup>1</sup>From “*Holt World History: Human Legacy*” by Ramírez, S. E., Stearns, P. N., Wineburg, S. S., & Goldberg, S. A., 2008, Austin, TX: Holt, Rinehart and Winston. Copyright 2008 by Holt, Rinehart and Winston.

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

### Speed Dating

Questions	Answers
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

*The Nubian Kingdoms*<sup>1</sup>

<p><b><u>Strategy</u></b> Advance Organization</p> <p><b><u>Technique:</u></b> Sequence Chart</p> <p><b><u>Objectives</u></b> <b>Content:</b> To describe how Kush civilization developed along the Nile south of Egypt in a region called Nubia.</p> <p><b>Language:</b> To write a summary of events.</p> <p><b>Strategy:</b> To organize information in sequential order.</p> <p><b><u>Materials:</u></b> Sequence Chart Human Legacy book Notebooks Pens</p> <p><b><u>Vocabulary</u></b><sup>1</sup>: Piankhi Smelt Scope</p>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>- Start a discussion with students about Egyptian customs and culture.</li><li>- Write students ideas on the board.</li><li>- Ask students for ideas to organize their thoughts using a graphic organizer.</li><li>- Ask students if they know about other graphic organizers and their uses.</li></ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>- Explain students the purpose of using an advance organization to record information.</li><li>- Introduce the sequence chart and tell students its use. Have students suggest new uses and contexts for using this graphic organizer.</li><li>- Model the use of the graphic by asking students the events around the Nile River that they have studied in class.</li><li>- Make students reflect on the usefulness of organizing thoughts and information in a suitable chart.</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>- Ask students to independently read the section.</li><li>- Students take notes of the most important events through the section on the sequence chart.</li><li>- Allow students some time to discuss about the events written on the chart.</li><li>- As a whole class, check students' events and come up with a sequence chart on the board.</li></ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"><li>- Make students reflect how helpful it was to use the sequence chart to summarize important events in Nubia Kingdom.</li><li>- Discuss about their limitations on applying the strategy and how to overcome them.</li></ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"><li>- Students will create a timeline including the information gathered in class.</li></ul>
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Name: \_\_\_\_\_

Topic: \_\_\_\_\_

### Sequence Chart

The diagram is a vertical sequence chart. It features five horizontal rounded rectangular boxes, one above the other. A single vertical line runs down the center, connecting the bottom of each box to the top of the box immediately below it. This structure is designed for students to write a sequence of events or steps in a process.

## Early India<sup>1</sup>

<p><b><u>Strategy</u></b> Imagery</p> <p><b><u>Technique:</u></b> Picture This</p> <p><b><u>Objectives</u></b> <b>Content:</b> To explain how Vedic civilization developed a culture based on old and new beliefs.</p> <p><b>Language:</b> To get main ideas from a text. To write well-structured sentences.</p> <p><b>Strategy:</b> To find relationships between pictures and content.</p> <p><b><u>Materials:</u></b> Picture This Chart Human Legacy book Notebooks Pens</p> <p><b><u>Vocabulary</u></b><sup>1</sup>: Subcontinent Monsoons Citadel Vedas Rajas Varnas Castes Assume</p>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>- Introduce the topic by giving students flashcards of words that represent Indian culture.</li><li>- Ask students what comes to their mind every time they read or listen to that word.</li></ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>- Explain students what Imagery and its purpose are.</li><li>- Start a discussion with students about benefits and challenges when using imagery to understand a new content.</li><li>- Hand out the Picture This Chart to students and explain their columns.</li><li>- Model the strategy by reading the introduction to the section.</li><li>- Ask students their ideas about what to draw to represent the content on this text.</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>- Ask students to individually read the section and draw a representation of each sub-topic.</li><li>- After drawing a picture per each subtopic, ask students to write their explanation of the picture.</li><li>- Arrange students in pairs and have them show their pictures and ask each other an explanation of their classmates drawing.</li><li>- Ask students write their classmates' perceptions on their worksheet.</li></ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"><li>- Ask students to share what they have learned in class with their classmates.</li><li>- Ask students how helpful it was to create a mental and physical picture of what they have read to understand new content.</li><li>- Discuss about their limitations on applying the strategy and how to overcome them.</li></ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"><li>- Students will draw a new picture combining their thoughts and their classmates' perceptions about their drawings. Students include a brief explanation of what their drawings represents.</li></ul>
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Name: \_\_\_\_\_

Topic: \_\_\_\_\_

**Picture This**

Subtopics	Picture	My explanation	My classmate's perception
#1			
#2			
#3			
#4			
#5			

## China's First Dynasties<sup>1</sup>

<p><b><u>Strategy</u></b> Summarizing</p> <p><b><u>Technique:</u></b> T-notes</p> <p><b><u>Objectives</u></b> <b>Content:</b> To describe how achievements of Shang and Zhou dynasties can be felt today.</p> <p><b>Language:</b> To identify main ideas and details.</p> <p><b>Strategy:</b> To use a T-note Chart to outline information effectively.</p> <p><b><u>Materials:</u></b> T-Note Chart Human Legacy book Notebooks Pens</p> <p><b><u>Vocabulary</u><sup>1</sup>:</b> Loess Court Oracle bones Mandate of Heaven Dynastic cycle Confucianism Daoism</p>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>- Introduce the topic to students by reviewing the meaning of the word dynasty.</li><li>- Ask students to come out with a definition for the word dynasty.</li><li>- Ask students to give more ideas related to the word dynasty and write them on the board.</li><li>- Lead a discussion about what the main idea of dynasty is and what their details are.</li></ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>- Explain students the importance of using main ideas and details when summarizing.</li><li>- Hand out the T-Note Chart to students and explain its content.</li><li>- Model the extracting of the main idea strategy for students.</li><li>- Remark that an effective main idea is written using one's words and comprehension.</li><li>- Complete a T-note Chart using information from the book as an example.</li><li>- Ask students their ideas about the usefulness of the T-Note Chart.</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>- Ask students to read the section in pairs and discuss the main ideas and details per each subtopic.</li><li>- Ask students to complete the T-Note chart on their notebooks.</li><li>- After students finish reading and working with their T-Note charts, start a discussion about the main ideas and details of each subtopic.</li><li>- Ask questions and allow students to ask questions for clarifications.</li></ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"><li>- Ask students to share what they have learned in class with their classmates.</li><li>- Make students reflect on the use of the differences between main ideas and details and the T-Note chart to understand new content.</li><li>- Discuss about their limitations on applying the strategy and how to overcome them.</li></ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"><li>- Students will present an oral summary using their T-Note Charts.</li></ul>
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Name: \_\_\_\_\_

Topic: \_\_\_\_\_

### T- Note Chart

Main Ideas	Details
Main Idea 1	Details 1: - - -
Main Idea 2	Details 2: - - -
Main Idea 3	Details 3: - - -
Main Idea 4	Details 4: - - -

## Early Greece<sup>1</sup>

<p><b><u>Strategy</u></b> Cooperative learning</p> <p><b><u>Technique:</u></b> Corner</p> <p><b><u>Objectives</u></b> <b>Content:</b> To identify the main events in the earliest cultures in Greece. To explain how earliest Greek civilizations disappeared.</p> <p><b>Language:</b> To present a poster. To discuss about a topic.</p> <p><b>Strategy:</b> To acquire new knowledge from their classmates.</p> <p><b><u>Materials:</u></b> Chart paper Human Legacy book Notebooks Pens Markers</p> <p><b><u>Vocabulary</u></b><sup>1</sup>: Polis Acropolis Agora Helots Hoplites Hubris</p>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>- Show students a picture they can relate to Greece and ask them to share their opinions in groups.</li><li>- Ask students in which ways they can get advantage of their classmates' knowledge to understand new information.</li></ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>- Explain students the purpose of using cooperative learning activities to help acquiring and solidifying new content.</li><li>- Introduce the Corner activity. Tell students that they are going to discuss in groups about a topic and come up a main idea of it and represent it with a sentence and a picture.</li><li>- Ask students their ideas about the usefulness of discussing new information in groups.</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>- Ask students to gather in their groups and read their subtopic.</li><li>- Once students finish working on their poster, have students present each poster to the class.</li><li>- Ask students to get together in their groups and read the other subtopics and discuss the information they have already received from their classmates.</li><li>- Ask students to go to each of the posters and include new information.</li><li>- Each group will present the poster a second time with the new information on it.</li></ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"><li>- Ask students to share aloud what they have learned in class with their classmates.</li><li>- Ask students how helpful it was to discuss the content in groups.</li><li>- Discuss about their limitations on applying the strategy and how to overcome them.</li></ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"><li>- Students will write a summary using all the information gathered about the section.</li></ul>
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<sup>1</sup>From "Holt World History: Human Legacy" by Ramírez, S. E., Stearns, P. N., Wineburg, S. S., & Goldberg, S. A., 2008, Austin, TX: Holt, Rinehart and Winston. Copyright 2008 by Holt, Rinehart and Winston.

Minoans and Mycenaean

Greek City States

Gods and Heroes

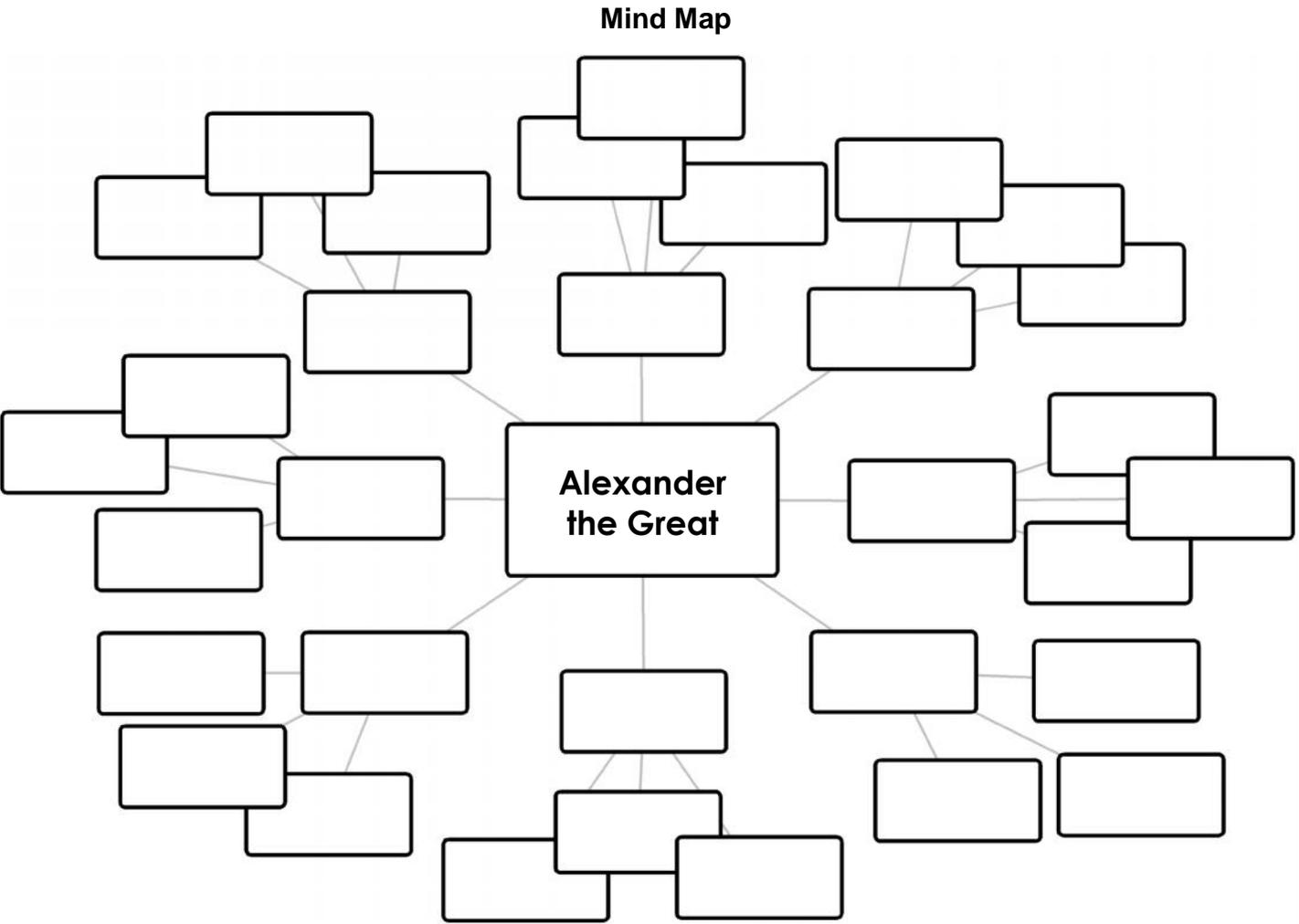
*Alexander the Great and His Legacy*<sup>1</sup>

<p><b><u>Strategy</u></b> Grouping</p> <p><b><u>Technique:</u></b> Mind Map</p> <p><b><u>Objectives</u></b> <b>Content:</b> To identify main achievements made by Alexander The Great.</p> <p><b>Language:</b> To list main characteristics of a leader. To identify main events and events in a biographical text.</p> <p><b>Strategy:</b> To classify important events into categories.</p> <p><b><u>Materials:</u></b> Mind Map Chart Chart paper Human Legacy book Notebooks Pens</p> <p><b><u>Vocabulary</u></b><sup>1</sup>: Alexander the Great Hellenistic Euclid Eratosthenes Archimedes</p>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>- Make students write a list of the qualities of a great leader.</li><li>- Write the characteristics said by the students on the board.</li><li>- Ask students how helpful would be to organize the list.</li></ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>- Explain students the meaning of grouping. Describe to students when and how to use grouping strategy.</li><li>- Discuss with the class what some possible categories of the characteristics of a leader are.</li><li>- Hand out the Mind Map Chart to students and model its use by using the characteristics of a leader.</li><li>- Ask students their ideas about the usefulness of the Mind Map Chart.</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>- Ask students to read the section and identify the characteristics that make Alexander the Great a good</li><li>- Tell students to write words that connect ideas from their subtopics and group them together.</li><li>- Ask students to come up with descriptions and subtopics for each group of words and write them on the mind map.</li><li>- Ask students to compare their mind maps with another classmate.</li></ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"><li>- Allow students to discuss about their words and their grouping as a whole class. Come up with a Class Mind Map on a chart paper.</li><li>- Ask students how helpful it was to use classify their thoughts into categories.</li><li>- Discuss about their limitations on applying the strategy and how to overcome them.</li></ul> <p><b>Expansion:</b></p> <ul style="list-style-type: none"><li>- Students will write a summary using the words from their chart.</li></ul>
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<sup>1</sup>From “*Holt World History: Human Legacy*” by Ramírez, S. E., Stearns, P. N., Wineburg, S. S., & Goldberg, S. A., 2008, Austin, TX: Holt, Rinehart and Winston. Copyright 2008 by Holt, Rinehart and Winston.

Name: \_\_\_\_\_

Topic: \_\_\_\_\_



4.6. Validation of the proposed project plan

**CALLA METHOD APPLICATION GUIDE**

**SUPERVISOR INFORMATION**

**NAME:** LIC. ENRIQUETA NAVARRO

**PROFESSION:** LIC. EDUCACION CON MENCION EN ENSEANZA DE LENGUA INGLESA.

**OCCUPATION:** ENGLISH AREA COORDINATOR

**ADDRESS:** KM. 16 ½ VIA A LA COSTA

**PHONE NUMBER:** 2046204 - 2046168

Aspects	Rating Scale				
	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
Introduction	✓				
Objectives	✓				
Relevance	✓				
Sequence	✓				
Presentation	✓				
Depth of Study	✓				
Language	✓				
Creativity	✓				
Impact	✓				

Comments:

Excellent process for getting students interested  
and excited for learning

E. Navarro

**Lic. Enriqueta Navarro**

English Area Coordinator – High School

Unidad Educativa Steiner Internacional

#### **4.7. Impact/benefits of the proposed project plan**

The creation of a guide for the application of CALLA Method and strategies has been designed mainly for benefiting teachers from the English area at Unidad Educativa Steiner Internacional in the subject of World history. The guide itself intends to inform teachers about the CALLA Method stages and purposes and to provide a physical guide for the application of some of its strategies. Teachers will be benefitted from this guide since their list of strategies and techniques can be increased which would improve their instruction and professionalism. Moreover, the creation of this guide could have greater impacts if applied in the class.

The second most important benefactors of this application guide are students since they are the ones who will be receiving the strategies as tools for understanding new information. Immediate results could be seen in students' academic proficiency after the application of the strategies and method. Furthermore, students' sense of independent learning would also be acquired and increased. Throughout the use of the method, students would have developed practice in their metacognitive process for the selection of strategies.

In addition to teachers and students, the English area and the institution, Unidad Educativa Steiner Internacional, will be also benefitted. The English area at this institution would be one of the pioneers in the application of this method in Ecuador since the method is relatively new and widely known in the country. The English area could in turn served as a model for other areas to apply new methods of instruction different from the traditional ones that have already been applied. In the same way, the institution would be benefitted since its students would be known as learners with a sense of independency whose characteristics could be seen even at a higher levels of education.

## Conclusions

Although teachers' instruction could be outstanding, most teachers use the same strategies and activities over and over again. This repetitive type of instruction can have a negative effect on students as they will not be able to develop all types of strategies. Teachers mainly focus on working with students' cognitive strategies since those are the ones in which the use of the content is greatly perceived.

Teachers have been used strategies as a way to help students accomplish a task. Strategies have not been taught explicitly. While teachers make students see strategies as class assignments, students will not be able to get full advantage of the strategy uses. Moreover, they are not going to reflect on their application and suitability. This lack of reflection does not allow students to build up a strategy repertoire which could be retrieved when needed. Therefore, it is vital to use CALLA Method as a way to increase students' perception and practice on strategy applications.

Students from 8<sup>th</sup> grade were benefitted in the World History class for two main reasons, the increase of their academic proficiency and the practice of new learning strategies. Students' increase of academic proficiency was notorious through the comparisons of both pre and posttest. More than benefit students in the increase of a grade, students had also the opportunity of applying new strategies that they had never used before. The result, however, could be noticed at a higher in further tests and classes if CALLA Method is continue being applied as a mean of instruction.

Furthermore, teachers were also benefitted from this research because they have been given a new set of strategies and a new method to be applied in the class. Perhaps, not all teachers will be using the strategies right away, but surely, their awareness of the existence of new methods and strategies have been raised which can result in a self-training of teaching techniques. Teachers might have been also motivated to continue training themselves in new methods in techniques that can be applied in the class. As a result of this research, teachers' professional practice might have been improved.

To have a better understanding of students' response to the application of the method, it is necessary to increase its trial period. This research involved a total of five

weeks for the application of the method. Such period did not represent a significant time to change learning and studying behaviors in students. With a longer time for research, students could be interviewed to monitor students' awareness and use of strategies,

## Recommendations

Before implementing the method at a school, it would be recommendable to train teachers in the use and application of strategies to avoid confusion in students. Teacher should be also trained in the application of the method itself. It would be also beneficial to increase the amount of strategies that have been proposed in the CALLA Method guide. As teachers have more strategies, they can apply the method in a more effective way. Furthermore, it would also be advisable to monitor teaching sections to improve the teachers' performance and use of the strategies in order to make corrections about their instruction of the strategies and application of the method itself.

The researcher recommends to have debriefing sessions with teachers in which they have the opportunity to talk about their experiences in the use of the strategy as well as discussing further applications and techniques. It would be beneficial the use of a control group in further research. A control group would allow the researcher to discriminate other factors and obtain more accurate results. With the interpretation of better results, the researcher could be able to ensure that the improvement of students has been entirely produced by the application of the new applied method.

To have more accurate results on the application of the method, it would be better to extend the time in the use of the strategy. A longer application of the method would allow students get used to it and apply strategies with more easiness. Moreover, a longer application of the strategy can assure the method as the only cause for students' improvement in their academic proficiency.

It would be also beneficial to monitor students' awareness on the use of the strategy. If the research is carried out in a longer period, the researchers could notice a change in students' repertoire of strategies and an increase in the judgements students have about the suitability of each strategy according to their needs, learning styles, and tasks.

To conclude, it would be advisable to have personal interviews with students before and after the application of the method. Interviews with students will allow the researcher have a better understanding about students' studying strategies and processes before and after CALLA Method.

## Reference List

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## Appendices

### Appendix A

#### Encuesta de Uso de Estrategias de Aprendizaje\*

##### Materia: World History

Marca con un visto (✓) la caja que le describe más apropiadamente.

Estas afirmaciones me define...

**1** – de ninguna manera    **2** – un poco    **3** – moderadamente    **4** – a una escala mayor    **5** – en gran escala

Afirmaciones	1	2	3	4	5
<b>Lectura</b>					
Cuando memorizo, me aseguro que primero entienda el material. Si es complicado hago preguntas hasta que esté claro.					
Hago resúmenes en mis lecturas para ayudarme a organizar y reducir el material.					
Mientras leo, trato de expresar en mis propias palabras lo que el autor está diciendo.					
Cuando leo, establezco un propósito antes de comenzar. Ej. Miro el título y me hago preguntas que serán respondidas en la lectura.					
<b>Meta cognición</b>					
Establezco goles para mi aprendizaje.					
Planeo como lograr una actividad					
Determino como aprendo mejor					
Mientras trabajo en la actividad, chequeo mi progreso.					
Al completar la actividad, estoy consciente del tipo de estrategia que utilicé para lograr mi objetivo.					
Al completar la actividad, evalúo que tan bien he usado la estrategia.					
<b>Conocimientos previos</b>					
Pienso y uso lo que ya se para ayudarme a realizar la actividad.					

Relaciono nuevos conceptos a mi propia vida, mis experiencias, conocimientos, creencias y sentimientos.					
Aplico el conocimiento de otro idioma para ayudarme con actividades en el idioma Ingles.					
Pienso en palabras similares o describo una frase cuando no se el significado de una palabra en inglés.					
Organización					
Relaciono o categorizo palabras o ideas de acuerdo a sus atributos.					
Utilizo o creo representaciones visuales (como diagrama de Venn, líneas de tiempo y tablas) de relaciones importantes entre conceptos.					
Me enfoco en información específica, estructuras, palabras claves, frases, o ideas.					
Uso de recursos					
Sigo modelos o patrones.					
Hago preguntas en clase					
Trabajo con otros para completar actividades, ganar confianza y dar y recibir críticas constructivas.					
Uso recursos internos para reducir mi ansiedad. Me recuerdo a mí mismo mi progreso, los recursos que tengo a la mano, y mis objetivos.					

\*Survey developed based on the strategies stated by Oxford (2003)

**Appendix B**

**Questionnaire for World History Teachers**

**CALLA Method Strategies**

Name:

Working experience time:

Experience time on the subject:

1. Which methods of instruction do you use with your students in World History class?

Independent reading \_\_\_\_\_ Projects \_\_\_\_\_ Lecture \_\_\_\_\_

Reading Aloud \_\_\_\_\_ Class discussion \_\_\_\_\_ Questions \_\_\_\_\_

Other: \_\_\_\_\_

2. Do you have an inventory of strategies that you usually apply in the World History Class? Which ones?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What type of strategies do you use the most to help students learn the content subject?

Metacognitive \_\_\_\_\_

Cognitive \_\_\_\_\_

Social/Affective \_\_\_\_\_

4. How do you present these strategies to students?

Explicitly (through explanation) \_\_\_\_\_

Implicitly (through examples) \_\_\_\_\_

5. When using strategies for the first time, how many periods do you give students to practice and master the strategy?

1 period \_\_\_\_\_

2 periods \_\_\_\_\_

3 periods \_\_\_\_\_

4 periods \_\_\_\_\_

More \_\_\_\_\_

6. Have you ever heard about CALLA Method?

Yes \_\_\_\_\_

No \_\_\_\_\_

7. Do you know any Metacognitive, Cognitive, and Social/Affective Strategies?

Yes \_\_\_\_\_

No \_\_\_\_\_

Which ones?

---



---

8. How often you use these strategies in your classroom?

1= never

2= rarely

3= sometimes

4= usually

5= always

How do you introduce them?

E= Explicitly

I= Implicitly

Strategy	1	2	3	4	5	E	I
Advance Organization: Help students use headings and subheadings from a text							
Selective Attention: Help students focus attention on important parts of the lesson							
Organizational Planning: Let students know the objective of the class							
Self-monitoring: Help students monitor their own learning							
Self-assessment: Help students test themselves							
Resourcing: Help students look for extra resources or materials to enhance learning							
Elaborating Prior Knowledge: Help students work with previous knowledge							
Taking Notes: Help students take notes of key ideas throughout the lesson							
Summarizing: Help students write a brief paragraph of what has been learnt							
Using Imagery: Help students use imagery (maps, diagrams) to understand a concept							

Linguistic Transfer: Help students use their first language as an asset for their own learning							
Questioning for Clarification: Allow students ask questions throughout the lesson							
Cooperating: Allow students learn from classmates throughout the lesson							
Self-talk: Help students coach themselves							

## Appendix C

### Teacher Observation Sheet

Adapted from [www.chabotcollege.edu/.../Observation%20of%20Online%20Instructi](http://www.chabotcollege.edu/.../Observation%20of%20Online%20Instructi)

The instructor—

Y	N	Activity
		Presented the lesson in an organized, logical manner.
		Stated objectives clearly (language, content, and strategic)
		Related the lesson to what students already know.
		Provided background information to create a basis or a context for understanding the primary concept/ processes/skill/event presented in lesson observed.
		Provided examples, definitions, and explanations, of concepts/processes/skills/events.
		Described/modeled strategies for questioning, predicting, verifying, inferring, interpreting, and/or reasoning.
		Provided a clear explanation on the use and benefits of the strategy used in class.
		Helped students monitor their application of concepts/strategies
		Answered student questions in a timely manner.
		Encouraged student participation, questions, and feedback
		When appropriate, encouraged student-to-student interaction. (Groups, pairs.)
		Helped students apply/use new concepts/processes/skills
Comments		

Students—

		Were generally engaged.
		Performed assigned tasks.
		Participated in discussions.
		Asked questions.
		Used reference material in class (Book, dictionaries, etc.)
		Asked for assistance to teacher or classmates
Other observations		

### Strategies Observed

**Strategies observed**

**Comments — *briefly note specifics***

Plan / Organization	
Monitor / Identify Problems	
Evaluate	
Learning Management	
Use Background knowledge	
Make Inferences	
Make Predictions	
Personalized	
Transfer / Use Cognates	
Substitute / Paraphrase	
Use Imagery	
Use Sounds	
Use Kinesthetic	
Find/Apply patterns	
Classify sequence	
Note taking	

Use Graphic Organizers	
Summarize	
Selective Attention	
Access of Information	
Cooperation	
Self-talk	

## Appendix D

### UNIDAD EDUCATIVA BILINGUE STEINER INTERNACIONAL

#### IIIPIQ Exam

#### World History 8A

Prof. Sara Delgado

**True/False Indicate whether the statement is true or false. (2 points, 0.4 each)**

- \_\_\_\_ 1. Permanent settlements were built when people began to raise crops and animals.
- \_\_\_\_ 2. Technological advances, social ranking, and trade developed once people were NOT worried about basic survival.
- \_\_\_\_ 3. All Neolithic people abandoned the nomadic lifestyle and settled into permanent communities.
- \_\_\_\_ 4. Before written language, civilizations did not have any methods of record keeping.
- \_\_\_\_ 5. In traditional economies, economic decisions are made based on fueling trade and feeding a growing population.

**Multiple Choice Identify the choice that best completes the statement or answers the question. (2 points, 0.25 each)**

- 1. What led to the emergence of more defined social ranking?
  - a. the growth of settled communities
  - b. the adoption of a nomadic lifestyle
  - c. the emergence of Neanderthals
  - d. migration to the Americas
- 2. Why was the discovery of Ötzi the Iceman significant?
  - a. because no other Neolithic skeletons had been found
  - b. because his well-preserved body and belongings provided new information about Neolithic societies
  - c. because no other Paleolithic skeletons had been found
  - d. because his well-preserved body and belongings provided new information about Paleolithic societies

3. Which of the following was one way that the lives of people in agricultural societies changed?
- a. People now had to spend all of their time producing food.
  - b. Gender divisions became more blurred since everyone took part in agriculture.
  - c. People could now spend time doing activities other than food production.
  - d. Agricultural societies were more peaceful than nomadic societies had been.
4. Which of the following is a characteristic of civilizations?
- a. absence of art
  - b. job specialization
  - c. pastoralists
  - d. Trade
5. Where did the world's first civilizations arise?
- a. in sub-Saharan Africa
  - b. in North America
  - c. in sparsely populated areas
  - d. near fertile river valleys
6. What originated the development of record-keeping systems?
- a. power of religion
  - b. economic transactions
  - c. the invention of written language
  - d. the establishment of buildings in permanent settlements
7. What led early civilizations to create calendars?
- a. the need to chart nomadic movements
  - b. determining religious holidays
  - c. the need to chart electoral cycles as governments developed
  - d. the need to track yearly flooding and growing seasons for farming
8. Cultural diffusion may have affected an early civilization
- a. by making it more difficult to control trade.
  - b. by encouraging the preservation of distinct characteristics.
  - c. when people adopted new customs, skills, and technologies.
  - d. by lowering the standards for entry into a craft guild.

**Complete each statement. Use the first letter of each word to help you. (2 points, 0.25 each)**

1. D\_\_\_\_\_ is the selective growing or breeding of plants and animals to make them more useful to humans.
2. Some Neolithic societies built monuments out of huge stones, or M\_\_\_\_\_, for religious purposes.
3. People began to use metal made from copper and tin during a period called the B\_\_\_\_\_.
4. Scientists believe that the first animal to be domesticated was the D\_\_\_\_\_.
5. Early C\_\_\_\_\_ formed as growing populations required planning, decision making, and cooperation.
6. Domestication of the H\_\_\_\_\_ made nomadic groups highly mobile.
7. Farming villages that produced a S\_\_\_\_\_ of food could support craftspeople and priests.
8. The buying and selling of food, raw materials, and finished products between regions is called T\_\_\_\_\_.

**Name each stages of the Social Classes in the Early Civilizations. (1 point, 0.25 each)**

**Write two positive and two negative effects of domestication. (1 point, 0.25)**

**List and write a description of the four of the characteristics of early civilizations. (2 points, 0.5 each)**

**UNIDAD EDUCATIVA BILINGUE STEINER INTERNACIONAL**

**IIPIQ Exam**

**World History 8A**

**True/False *Indicate whether the statement is true or false. (2pts.; 0.25 each)***

- \_\_\_\_ 1. The Sumerians established a wide trading network in order to obtain many raw materials needed for building and art.
- \_\_\_\_ 2. The Assyrians were known for the kindness they showed to the people they conquered.
- \_\_\_\_ 3. The Phoenicians invented glassblowing.
- \_\_\_\_ 4. Sumer's most famous works of art are small stone cylinders engraved with detailed designs used to "sign" documents.
- \_\_\_\_ 5. In Sumer, men and women shared political power equally.
- \_\_\_\_ 6. One of the Assyrians' great cultural achievements was a huge library in Nineveh.
- \_\_\_\_ 7. The Hanging Gardens of Babylon that Nebuchadnezzar II built was one of the seven wonders of the ancient world.
- \_\_\_\_ 8. Mesopotamia is a larger geographic area than the Fertile Crescent.

**Multiple Choice *Identify the choice that best completes the statement or answers the question. (2pts.; 0.25 each)***

- 1. Which of the following developments marked the transition from prehistory to the historical age?
  - a. Cuneiform
  - b. the Phoenician alphabet
  - c. Hammurabi's Code
  - d. the Torah
- 2. The first civilization arose in Mesopotamia because
  - a. people in the Fertile Crescent had a vibrant religious life.
  - b. the Hittites were able to master ironworking techniques.
  - c. the area was suitable for agriculture.
  - d. the Phoenicians had become expert sailors.
- 3. A government arose in Mesopotamia because
  - a. the invention of writing made record-keeping possible.

- b. their religion required a government to make laws.
  - c. the hunting and gathering societies there needed structure and law.
  - d. large projects to control flooding required organization.
4. Why did the Phoenicians turn to trade and the sea for their livelihood?
- a. because Phoenicians needed concrete for buildings
  - b. because farming was difficult and resources were limited
  - c. because they needed a purple dye used to color traditional garments
  - d. because constant flooding made agriculture impossible
5. Sumerian writing is called
- a. Sanskrit.
  - b. the Phoenician alphabet.
  - c. stylus.
  - d. cuneiform.
6. A distinct social hierarchy appeared in Sumer
- a. because everyone had to work in the fields surrounding the city to produce enough food for survival.
  - b. as trade enriched Sumer.
  - c. because Hammurabi's Code legislated that a strict social hierarchy be developed.
  - d. because their military victories brought them many artisans.
7. Which of the following reflects the chronological order of empires in and around the Fertile Crescent from first to last?
- a. the Akkadian Empire, the Babylonian Empire, the Hittite Empire, the Assyrian Empire, and the Chaldean Empire
  - b. the Akkadian Empire, the Assyrian Empire, the Chaldean Empire, the Babylonian Empire, and the Hittite Empire
  - c. the Assyrian Empire, the Chaldean Empire, the Akkadian Empire, the Babylonian Empire, and the Hittite Empire
  - d. the Babylonian Empire, the Akkadian Empire, the Hittite Empire, the Chaldean Empire, and the Assyrian Empire
8. The Chaldean Empire came to an end because
- a. the Assyrians' terror tactics forced the Chaldeans to surrender.
  - b. the Persians conquered Babylon.

- c. a volcanic eruption buried Babylon.
- d. the Babylonian Captivity began.

**Completion Complete each statement. (2pts.; 0.40 each)**

1. A(n) E\_\_\_\_\_ is a land that includes different kingdoms and people under one rule.
2. A series of rulers from one family is called a(n) D\_\_\_\_\_.
3. Nebuchadnezzar II, both a warrior and a builder, was the most famous C\_\_\_\_\_ king.
4. M\_\_\_\_\_ is the area between the Tigris and Euphrates rivers in the Fertile Crescent.
5. A\_\_\_\_\_ used a permanent army to create the world's first empire.

**Matching In the space provided, write the letter of the term, person, or place that matches each description. Some answers will not be used. (2pts.; 0.25 each)**

- |             |               |             |
|-------------|---------------|-------------|
| a. geometry | g.            | polytheism  |
| b. Enlil    | cuneiform     | l.          |
| c. scribe   | h.            | Akkadians   |
| d. ziggurat | Hammurabi     | m.          |
| e.          | i. city-state | Mesopotamia |
| Sumerians   | j. dynasty    |             |
| f. Tigris   | k.            |             |

- \_\_\_\_\_ The worship of many gods
- \_\_\_\_\_ People who developed the first known civilization
- \_\_\_\_\_ An early system of writing
- \_\_\_\_\_ Babylonian king known for a written code of law
- \_\_\_\_\_ Group of people ruled by Sargon I

\_\_\_\_\_ A pyramid-shaped temple

\_\_\_\_\_ The Sumerian god believed to rule the air and storms

\_\_\_\_\_ An educated man or woman paid to create written documents

**Answer the following questions. (2pts.; 0.5 each)**

1. Describe the religious beliefs of the Sumerians. How did these beliefs govern their lives?
2. What was Hammurabi's Code? What was its significance?
3. Describe two scientific advances made by the Sumerians.
4. Describe two achievements of the Chaldean Empire

## Appendix E

### PLAN 1: CALLA INSTRUCTIONAL SEQUENCE GUIDELINES

**Theme/Topic:** Mesopotamia and Sumer

**Grade/Language Level :** 8<sup>th</sup> A

#### 1. Content Objectives:

- Students will be able to explain how geography promoted civilization in Mesopotamia.
- Students will be able to identify what features defined the civilization of Sumer.
- Students will be able to list what Sumer's main cultural achievements were.

#### 2. Language Objectives:

- Students will be able to elaborate well structured questions and answers.
- Students will be able to ask and answer questions orally
- Students will be able to read and get main idea from a text.
- Students will be able to write a summary from a text.

#### 3. Learning Strategies Objectives:

The strategy chosen for this lesson is Note Taking in which students will be able to take notes and underline important information from a text.

**Materials:** Human Legacy Book, Notebook, Pens and pencils.

### PROCEDURES

#### Preparation:

- Teacher will ask students information they remember about the characteristics of the first civilizations.
- Teacher will ask students how they study from large texts.

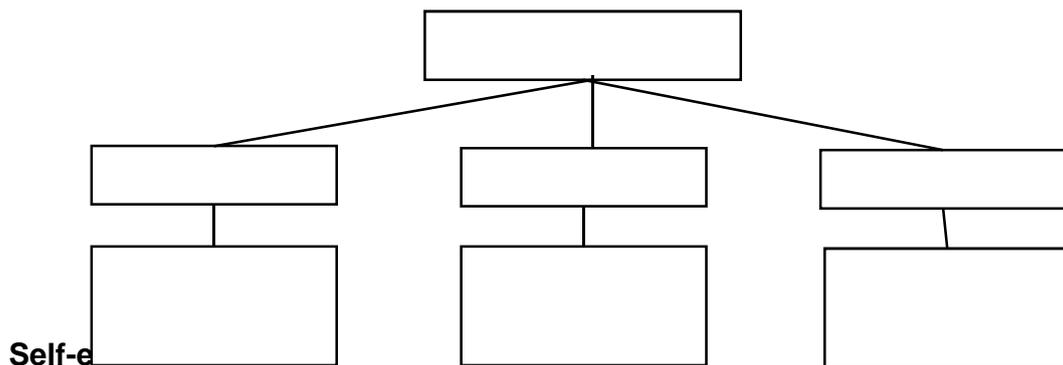
#### Presentation:

- Teacher will show students a video about Mesopotamia.
- Teacher will introduce the term Main Idea and Details and Notetaking.
- Teacher will read some information from the textbook and ask students the main idea from the text.

- Students identify main ideas and details and record them in an outline.

**Practice:**

- Teacher will ask students to start discussing in groups about the main idea and details of other subtopics.
- Students work with a concept map to record main ideas and details about Sumer civilization.



**Self-e**

- Students will reflect on challenges and benefits from the activity. Students will suggest ideas in which these challenges can be overcome.
- Students will compare their concept maps and talk about their main ideas and details.
- Teacher will lead a discussion about how the use of a chart can help us get the important information from a text.

**Expansion (Homework):**

- Teacher will ask students to write a summary using the information on their concept map.

## **PLAN 2: CALLA INSTRUCTIONAL SEQUENCE GUIDELINES**

**Theme/Topic:** Empires in the Fertile Crescent

**Grade/Language Level:**

8<sup>th</sup> A

### **1. Content Objectives:**

- Students will be able to list what events led to the rise and fall of the Assyrian and Chaldean empires.
- Students will be able to identify what military advantages helped the Hittites establish an empire in Asia Minor.
- Students will be able to identify what the main achievements of the Phoenicians were.

### **2. Language Objectives:**

- Students will be able to elaborate well-structured questions and answers.
- Students will be able to identify the appropriate answers for each question word.
- Students will be able to differentiate main idea from details.
- Students will be able to listen and extract important information from a video.

### **3. Learning Strategies Objectives:**

The strategy chosen for this lesson is Self-Monitoring Reading in which students will formulate questions to monitor their own reading comprehension.

- Students will be able to monitor their reading comprehension of world history texts.

**Materials:** Human Legacy Book, Notebook, Pens and pencils.

## **PROCEDURES**

### **Preparation:**

- Teacher will ask students why people chose to stay and live in one specific land.

- Teacher will ask students how they know whether or not they have comprehended a text or story and what strategies they use to do it.
- Teacher will ask students what main ideas and details are.
- Teacher will show a video to students to help them recall previous information on Mesopotamia Civilization.

**Presentation:**

- Teacher will ask students some ideas about the video that has been shown.
- Teacher will introduce the 5W-How Activity to students and highlight the importance of monitoring self-comprehension of texts.
- Teacher will help students review Question Words (5W - How) and their uses.
- Students will use question words to elaborate some questions aloud about the video that has been presented.
- Teacher and students will information about the Hittites from the book aloud.
- Teacher will ask oral questions about the Hittites to student.
- Teacher will highlight questions as a way if checking our own understanding.

**Practice:**

- Students will read about the Assyrians and Chaldeans on their own.
- Teacher will ask students to fill in the table with questions about the reading

What happened?	
Where did it happen?	
When did it happen?	
Why did it happen?	
Who was involved?	
How did it happen?	

**Self-evaluation:**

- Teacher will ask students if they were able to complete the chart.
- Students and teacher will brainstorm possible problems for understanding the text.

- Students and teacher will brainstorm possible solutions (teacher will highlight going over the text as one of them)
- Students will re-read and complete the table.

**Expansion (Homework):**

- Teacher will ask students to write a summary using the information on the table.
- Students will apply the same technique with information about the Phoenicians.

## **PLAN 3: CALLA INSTRUCTIONAL SEQUENCE GUIDELINES**

**Theme/Topic:** Judaism

**Grade/Language Level:** 8<sup>th</sup> A

### **1. Content Objectives:**

- Students will be able to identify what the basic teachings and sacred texts of Judaism are.
- Students will be able to explain how the Kingdom of Israel developed and who some of its key leaders were.

### **2. Language Objectives:**

- Students will be able to elaborate well-structured questions and answers.
- Students will be able to ask and answer questions orally
- Students will be able to read and get main idea from a text.
- Students will be able to write a summary from a text...

### **3. Learning Strategies Objectives:**

The strategy chosen for this lesson is Cooperative Learning in which students will be able to cooperate with their peers as a tool for understanding and solidifying knowledge.

- Students will be able to interact with classmates as a tool for solidifying comprehension.

**Materials:** Human Legacy Book, Notebook, Pens and pencils.

## **PROCEDURES**

### **Preparation:**

- Teacher will ask students information they remember about Hebrews.
- Teacher will ask students how helpful it is to ask or interact with peers when trying to comprehend a text.
- Teacher will ask students about the questions they have about the next step on Judaism.

### **Presentation:**

- Teacher will show students a video about the Torah and important aspect Judaism.
- Teacher will introduce the term Cooperative Learning to students highlighting the importance of interaction and questioning in the comprehension of texts
- Teacher will encourage students to ask their partners a question they have about the video that has been presented.
- Students will answer each other's questions.

**Practice:**

- Students will be arranged in groups and receive the subtopics: The Kingdoms of Israel, Saul, David and Salomon, The Teaching of Judaism, and Sacred Texts.
- Teacher will ask students to start discussing in groups about the main idea and details of their subtopics.
- Students will fill a table with this information.

Subtopic:	
Main Idea1:	
Details:	
Main Idea 2:	
Details:	

- Students will join other groups to teach their classmates about their topic of expertise.

**Self-evaluation:**

- Students will reflect on challenges and benefits from the activity. Students will suggest ideas in which these challenges can be overcome.
- Students will write down 5 questions that they still have about the topics.
- Students will be paired up randomly and ask each other's the questions they have to fully understand the topic.

- Teacher will lead a discussion about how interaction help in the understanding of the texts and what we can do to make the activity more effective.

**Expansion (Homework):**

- Teacher will ask students to write a summary using the information gather from their classmates.

## Urkund Analysis Result

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**Submitted By:** fvalenciac@ulvr.edu.ec  
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### FICHA DE REGISTRO DE TESIS

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**“COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH –CALLA- AND ITS INFLUENCE ON THE ACADEMIC PROFICIENCY OF A WORLD HISTORY CLASS IN 8TH TO 10TH GRADES AT “UNIDAD EDUCATIVA STEINER INTERNACIONAL”**

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**LICENCIADO EN LENGUA INGLESA: MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

ÁREAS TEMÁTICAS: (el área al que se refiere el trabajo. Ej. Auditoría Financiera, Auditoría, Finanzas)

**METODOLOGIA EN ENSEÑANZA DE IDIOMAS EXTRANJEROS**

PALABRAS CLAVE: (términos con el que podría ubicar este trabajo)

**METODOLOGIA EN ENSEÑANZA DE IDIOMAS EXTRANJEROS, ESTRATEGIAS DE APRENDIZAJE, CALLA, ENGLISH LANGUAGE LEARNING, LEARNING STRATEGIES, ACADEMIC CONTENT.**

RESUMEN: ( de qué se trata, para qué, por qué?)

LA APLICACIÓN DE UN NUEVO METODO DE ENSEÑANZA DEL IDIOMA INGLES, COGNITIVE ACADEMIC LANGUAGE LEARNING APROACH (CALLA), QUE VINCULA OBJETIVOS DE LENGUAGE, CONTENIDOS, Y ESTRATEGICOS. CALLA METHOD CUENTA CON ESTRATEGIAS COGNITIVAS, METACOGNITIVAS Y SOCIO-AFFECTIVAS QUE TIENEN COMO OBJETIVO EL INCREMENTO DEL DESEMPEÑO ACADEMICO DE LOS ESTUDIANTES DEL IDIOMA INGLES DENTRO DE CLASES DE CONTENIDO DICTADOS EN LA LENGUA EXTRANJERA. EL PROYECTO FUE DISENADO A PARTIR DE LA NECESIDAD Y FALTA DE ESTRATEGIAS DE APRENDIZAJE EN LOS ALUMNOS EN LAS MATERIAS DE CONTENIDO EN INGLES.

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