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ABSTRACT

Basic Interpersonal Communication Skills and Cognitive/Academic Language Proficiency are concepts that help to differentiate language used for every day conversational interactions and language used for academic purposes.

The students enrolled in the program of International Studies at the Universidad del Azuay, demonstrate they have the necessary skills to achieve tasks involving interpersonal communication; but at the same time, they have revealed the problems they encounter when dealing with academic situations in which more specialized vocabulary and expressions are needed. Lack of CALP was identified to be one of the problems that are represented by the low grades registered on students' files.

Research was carried out to demonstrate a relationship between lack of CALP and low performance in students of the second year of International Studies. Thirty two students received a 12-week instruction program based on the Cognitive Academic Language Proficiency Approach (CALLA) to improve their Cognitive Academic Language skills and as result their scores in the English subjects of the program.

A pre-test and a post-test determined difference in scores, and in first and second year grades. These differences were statistically analyzed showing a significant increase.

The results of the research demonstrate that the development of Cognitive Academic Language Proficiency can be a promising method for improving students' performance in University contexts where English is the means for instruction.

UNIVERSIDAD DE CUENCA

TABLE OF CONTENTS

Universidad de Cuenca
Facultad de Filosofía, Letras y Ciencias de la Educación
Departamento de Investigación y Postgrados
Maestría en Lengua Inglesa y Lingüística Aplicada

"Improving Cognitive Academic Language Proficiency in Students of International Studies of Universidad del Azuay"

Tesis previa a la obtención del Grado de Magister en Lengua Inglesa y Lingüística Aplicada

Autor: Lic. Tammy Mercedes Fajardo Dack

Director: Dr. Anne Carr

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Al presentar esta tesis como uno de los requisitos previos para la obtención del título de Maestría en Lengua Inglesa y Lingüística Aplicada, por la Universidad de Cuenca, autorizo al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.

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Lcda. Tammy Fajardo Dack.

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"Gratitude is when memory is stored in the heart and not in the mind"

Lionel Hampton

Gratitude is due to many who helped to make this possible.

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DEDICATION

To the person who, one day, introduced me to the wonderful world of teaching. The woman who at different stages of my life has been my mother, my sister, my teacher, my colleague, my friend; and who now through her still knowledgeable eyes is the silent witness of an accomplished dream…

To my mentor: Tia Marieta

UNIVERSIDAD DE CUENCA

LIST OF FIGURES

Figure

LIST OF CHARTS

Chart

LIST OF TABLES

Table

LIST OF GRAPHICS

Graphic

INTRODUCTION

The new law for Superior Education in our country demands from the university to be pertinent and of high quality; this means that it should act with responsibility and commitment in the creation, development, and transfer of knowledge, in all its forms and expressions promoting its use in every field.

As quality is such an important aspect nowadays, the University of Azuay has considered it when establishing its vision as a superior education institution. The University of Azuay seeks to be a humanistic educative community recognized nationally and internationally for its academic quality and for its contributions to knowledge. It promotes the integral development of the individual and his or her surroundings and works for a fair and equitable society.

Every faculty and school of the University is working hard pursuing the same goal; to be an institution of high quality standards. The school of International Studies has not been the exception in this process, because through its curriculum it educates individuals with the necessary aptitudes and knowledge for social and commercial undertaking. It prepares students through a multicultural academic training that strengthens their abilities and skills in the administrative, legal, and technological fields and in the fluent use of the English language.

Based on these ideas, the English area of the school wants to train individuals able to face the working world efficiently. For this purpose, it is necessary for students to acquire the English language skills in order to use them as means of interpersonal communication and instruments of academic development. For this reason, it is necessary to teach students how to use the language and express themselves in different situations and environments.

This investigative project is based on the linguistic theory proposed by Dr. Jim Cummins. This theory refers to Second Language Proficiency and its distinctive

attributes. It emphasizes the importance of identifying the different language proficiencies that exist: the language ability to maintain a conversation, and the language skills to perform successfully in an academic context, such as university.

This document also presents the theory on the Cognitive Academic Language Learning Approach (CALLA) which was proposed by Anna Uhl Chamot. It applies the theory of Cummins through an instructional model that is research-based, learner-centered, reflective, supportive, focused, and enthusiastic.

During the instruction phase of the project students were taught using lesson plans based on the CALLA model. These classes sought to promote academic and linguistic development, benefit diverse learners, emphasize higher level thinking skills, and motivate students.

This thesis consists of four chapters:

CHAPTER I: This is a description of the project itself; its purpose, significance, methodology, and its application to the University of Azuay.

CHAPTER II: This is an analysis of the principal aspects of Language Proficiency and its distinctive attributes. It presents different approaches to second language proficiency and second language learning. It focuses on the Conversational and Academic Language proficiency distinction proposed by Cummins, and it also presents an overview of several theoretical distinctions presented by other authors.

CHAPTER III: This chapter explains the basis of the Cognitive Academic Language Learning, as well as its conceptual framework. It analyzes its objectives and the reasons why this model should be applied. It details the techniques to be used when teaching academic language, and finally it emphasizes on the teaching of writing for academic purposes.

CHAPTER IV: This chapter contains the field research, which conforms to the investigative design. It states the problem and the research questions; it delineates

the participants, the type of investigation, the materials, and the data collection techniques with their interpretation and analysis of the results.

CHAPTER V: The research project ends with the conclusions and recommendations for further research

CHAPTER I
DESCRIPTION AND PURPOSE

Description

"Universidad del Azuay", conscious of its important role in society, offers new academic alternatives that match today's world reality and the processes of globalization and globalism. Thus, as part of the under graduate program of studies, the University offers recent high-school graduates from the city of Cuenca the career of International Studies with a minor in Foreign Trade.

In our city there is a lack of professionals who are proficient in English and also who are knowledgeable about the reality of international economy and who can become capable not only of developing investment processes but also building political and cultural relationships with first-world countries. This is the main reason for "University of Azuay" to offer the above mentioned program.

Language is a very important factor within this career and that is why sixty percent of the subjects are instructed in English; therefore, before entering the program, students take an admission exam which has to be approved with at least sixty percent of the overall grade. Since there is a selection, students who enter the program have a high-intermediate level of English which is because the majority of them took private English courses during high school or had the opportunity to travel to other countries as exchange students.

During the first days of class teachers can notice that students are able to communicate and express themselves in English in everyday situations with their

teachers and their classmates; however, what is surprising, is that students when dealing with academic papers such as tests or written assignments have difficulties understanding and answering the questions and expressing their ideas using the appropriate words. These problems can be evidenced in students' low grades at the end of the semester.

Many are the reasons that can cause the problems in the students' grades; the one I consider the most important and the subject of the present research is language proficiency. There is a difference between knowing the language to keep an informal conversation and knowing the language and using it in academic contexts.

Jim Cummins, an important Canadian researcher of second language acquisition and bilingualism, developed a theory that describes linguistic differences. He stated a difference between language that is commonly used on a daily basis for conversational purposes and named it Basic Interpersonal Communication Skills (BICS) and language that is used for academic purposes and named it Cognitive Academic Language Proficiency (CALP).

This distinction of language proficiency explains the difference that exists between the students' ability to speak English and their academic performance. Even though a student can speak English fluently and can understand and be understood in a conversation, he or she might not have the language proficiency to understand and manage language that is used and expected to be used in the subjects that are taught in English as part of the program of International Studies.

To develop and improve Cognitive Academic Language Proficiency (CALP) in students of Universidad del Azuay, a teaching method known as CALLA (Cognitive Academic Language Learning Approach) will be utilized. This method developed at first by Anna Uhl Chamot, J. Michael O'Malley, Sarah Barnhardt, Pamela El-Dinary and Jill Robbins implements the theory proposed by Cummins and focuses on the integration of three major areas to improve language performance:

- topics from the major content subjects,

- development of academic language and literacy,

- and explicit instruction in learning strategies

This thesis proposes to help students improve their performance during a semester. The investigation will use Cummins research on ESL learning as its theoretical base, and the CALLA method to determine if a method based on a directed instruction in Cognitive Academic Language will improve students' performance at the end of the semester.

Application to "Universidad del Azuay"

As a professor in the program of International Studies of "Universidad del Azuay", I will address students' low performance in English subjects and I will try to determine if those problems are because students lack of Cognitive / Academic Language Proficiency which is necessary to fulfill the academic requirements of the program.

Students of second year who took and approved Intermediate and Advanced English Grammar, and Intermediate and Advanced Oral Expression, Reading and Writing in the first year of the program will be part of the study.

Being the Intermediate and Advanced English Grammar professor helped me realize the problems students go through adapting to an academic context when they have only had the opportunity to use the language for interpersonal encounters.

At the beginning of this academic year, I was assigned to teach the same group of students, who are now in second year, the subject Advanced English Composition; consequently, I proposed to instruct them with a method that develops Cognitive/Academic Language Proficiency directly in order to find out if this aspect of language is a major influence on students' low achievement.

Purpose of the Study

The purpose of this study is to establish if there is a relationship between students' low achievement and the lack of Cognitive/Academic Language Proficiency. For this purpose, students will be instructed with a method that develops Cognitive/Academic Language Proficiency.

This investigation work will use Cummins' ESL research as a theoretical foundation regarding language ability as a necessary factor to academic success within the social and cultural setting of the program of International Studies of "Universidad del Azuay". It will also use the CALLA instructional method to analyze if directed instruction in Cognitive/Academic Language will improve students' performance.

Proving that students' low performance improves through the use of a directed methodology could lead the researcher to believe that the proposed method can be used with other individuals.

Significance of the Study

This study intends to demonstrate that improving students' level of CALP will enhance their academic performance.

Determining if the issue with students' poor performance is the lack of Academic Language Instruction, and using the directed method to prepare students to use this type of proficiency, will not only help students to improve their academic performance in the current semester, but also in the rest of their career where coursework in English is very demanding.

It is important to remember that several content subjects of the program are taught using the English Language as the means of instruction. Moreover, students are required to write and defend a research thesis in English previous to their graduation.

Additionally, if a relationship between low performance and lack of Cognitive Academic Language instruction can be identified, instruction with the methodology that has been applied with the participants of this research could be used with new students that enter the program of International Studies.

A proposal could be addressed to University authorities to instruct other groups of this program and even students of other university programs which use English language as the means for instruction, with the purpose of improving students' academic performance throughout their professional careers.

Methodology

For the development of this project, two groups of research methods will be applied.

First, theoretical methods will be utilized to choose a suitable theory that will help understand the problem at large and to choose the strategies to study the problem. They will also help to analyze the theory with the purpose of making the necessary changes to it in order to apply it to the context in which this thesis will be developed.

Second, empirical methods will be employed. These methods will facilitate the collection of data, the analysis of the results and the applying of the proposed teaching method to be able to answer the research questions.

This research projects seeks to prove that language proficiency is one important issue that does not allow students to achieve academic success; it also proposes a possible solution to this matter.

If the problem is verified by applying the techniques proposed, the results of the project can help teachers improve their instruction methods and fill in the gaps that prevent students from performing at their maximum potential in the academic context of University.

CHAPTER II

LINGUISTIC THEORY

LANGUAGE PROFICIENCY

Language proficiency can be defined as an individual's ability to show control over the use of a language and its components, productive (speaking and writing) and receptive skills (listening and reading); however, it is clear that a simple classification of language proficiency as the correct performance of the four language skills is not sufficient, especially for curriculum development, teaching and testing.

Over the past two decades a lot of studies and research have been done to provide teachers, researchers, and testers with a clearer specification of what language proficiency is, redefining it as:

a. the intuitive mastery of the forms of the language,
b. the intuitive mastery of the linguistic, cognitive, affective and socio-cultural meanings, expressed by the language forms,

c. the capacity to use the language with maximum attention to communication and minimum attention to form, and

d. the creativity of language use (H. Stern 9-14)

LANGUAGE PROFICIENCY AND SECOND LANGUAGE ACQUISITION

The term 'second language' is used to talk about any other language different from the native or first language also known as mother tongue.

The term 'foreign language' has also been introduced to refer to a second language that is taught and learned in a context in which it is not used as the main tool for communicating within the society. In Ecuador, for instance, the official language or the main tool for communicating amongst people is Spanish; however, students at any level of instruction are required to learn English which is not the country's second language, that is why the term 'foreign language' is applied in the aforementioned setting.

According to Rod Ellis (2008), there is no simple answer to the question 'What is second/foreign language acquisition?' It can take place in either a naturalistic or an instructional setting, but not necessarily differ according to the setting. The goal of Second or Foreign Language Acquisition is the description and explanation of the learner's linguistic or communicative competence. To this end, the researcher must examine aspects of the learner's usage or use of the second language in actual performance. The acquisition of a second language may be considered when it is used for the first time or only when it can be used to a high level of accuracy.

There are different levels or stages of second language acquisition in which competence or proficiency varies from zero or false beginner to a native-like proficiency which is an ideal goal of second or foreign language acquisition. The zero level is not completely absolute, that is why it is also known as false beginner, because the learner being able to speak his/her own language has already

knowledge of how language works; however, the management of a second language is at a very low level of competence.

Absolute competence is an ideal goal because it is seen as a necessary point of reference for the concept of second language proficiency.

APPROACHES TO SECOND LANGUAGE PROFICIENCY

There are four approaches to interpret second language proficiency that have been described: theoretical conceptions, rating scales, standardized tests, and interlanguage studies, which vary from theoretically-based to more empirically-based schemes.

Theoretically-based conceptions of language proficiency

H. H Stern states in his book that the theoretically-based conceptions of proficiency are divided into three major groups.

1. The first group of concepts defines proficiency as linguistic content, which means that proficiency not only involves being able to use the language skills but also being capable enough to use its phonology, vocabulary, grammar, semantic, pragmatics, and sociolinguistics features. Therefore, one analysis of proficiency covers proper grammar, speech act rules, language functions, and language variations. Nowadays, proficiency is expressed in more communicative than linguistic (grammar) terms, but as stated by some writers, Canale and Swain, the stress on communication does not mean that the linguistic or grammatical part of language can be set aside.

2. The second set of concepts leans to a more psychological or behavioral side and presents proficiency at three different levels. First, proficiency as competence either linguistic or communicative. Second, proficiency as

language activities in the terms of 'intralingual skills' – listening, speaking, reading and writing – and in terms of 'crosslingual' or 'mediating' skills of interpreting and translating. And third, proficiency as use where it is described through several language items and situations, psychological roles of the speaker, speech functions, semantic categories and functions.

Additionally, Canale and Swain interpreted proficiency as communicative competence and analyzed it into a) grammatical competence: mastery of forms and meanings, b) sociolinguistic competence: capacity to communicate and c) strategic competence: aspects covered under creativity.

3. Finally, the third group of concepts combines both, behavioral and linguistic groups of concepts. For this group of concepts it is essential to mention the schemes of proficiency provided by Carroll which in one version cross-tabulated the language skills with language aspects, and in a second version they consisted of two charts, one that details 'linguistic competence' and another one that shows 'linguistic performance abilities'

The aspects described above, show definitions of proficiency that are based on theories but that have not been empirically tested. More empirical techniques have been used to develop the following three approaches.

Language proficiency levels on rating scales

As mentioned above, second language proficiency can vary from level zero to an almost complete native-like level of proficiency. There are several rating scales to measure second language proficiency but the best known and the one used now is the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment. The CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, etc. The framework also defines levels of proficiency which allow learners' progress to be measured. The Common European Framework presents six levels of proficiency in its rating scale: breakthrough, waystage, threshold, vantage, effective operational proficiency, and

mastery or comprehensive mastery. It has also been presented as a chart and divided into three higher levels.

A Basic User	B Independent User	C Proficient User
A1 A2	B1 B2	C1 C2
Breakthrough Way stage	Threshold Vantage	Effective Operational Proficiency Mastery
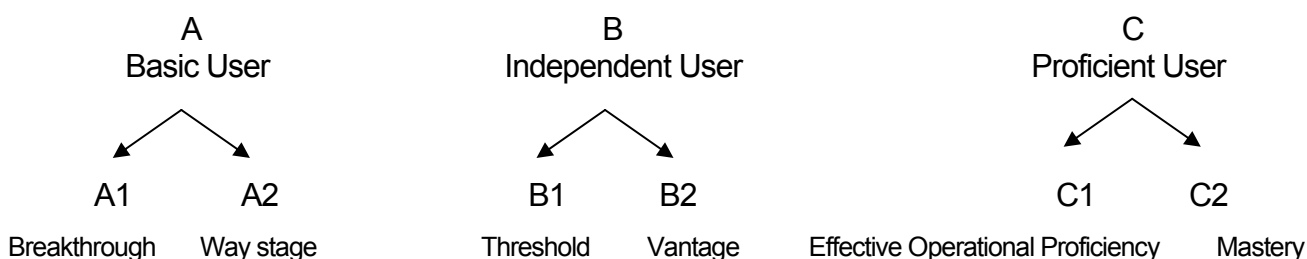
Rating scales are usually structured to evaluate communicative language skills (listening, speaking, reading and writing), and they perform a double function. From one point of view, they indicate standards needed for specific purposes. From a practical point of view, they can be used as descriptions or analyses of the levels reached by learners. Also they can be used by learners as a way of self assessing their performance.

Rating scales provide useful descriptions of the stages of proficiency from low to advanced levels, and they are usually based on practical experience with different levels of language performance.

Language proficiency as measured by standardized tests

Currently, there are several standardized tests that help to measure an individual's level of proficiency in the English language. These tests vary in different aspects, one can evaluate the ability to speak and another can evaluate the form of the language. Some standardized tests available now are: the IELTS (International Language Testing System), TOEIC (Test of English for International Communication), the TSE (Test of Spoken English), the TWE (Test of written English) and the TOEFL (Test of English as a Foreign Language) which most of

Spanish speakers are required to take when going to study or work in an English speaking country.

Language proficiency tests, unfortunately, represent only what is taught in classrooms, which means that they assess the aspects that are instructed as academic skills; for instance, grammar and vocabulary. But, and as it was said before, proficiency is more than that; it involves the intuitive mastery of the language and its communicative or creative aspects; therefore, it can be stated that the limitation of language standardized tests is that they only assess part of what is considered language proficiency.

Interlanguage Studies

The fourth approach to interpret language proficiency is a very important part of Psycholinguistics, which nowadays has become an essential aspect of language learning: Interlanguage.

Interlanguage is a unique linguistic system that differs from the native language and the target language. The term "Interlanguage" was coined by the American linguist, Larry Selinker (Ellis, 1997). Selinker states that a learner´s interlanguage refers to the structured system he/she constructs at any given stage in his/her language development.

Three assumptions underlie the theory of interlanguage: (1) at any time, interlanguage is different from language 1 and language 2; (2) interlanguage forms an evolving series; and (3) that in any contact situation, learner´s interlanguage at the same stage of proficiency always shows a discrepancy.

Second language learners' interlanguage system has some main characteristics. First, it is permeable which means that the rules that are part of the learners' knowledge are not fixed, but open to change. Second, interlanguage is dynamic

because it is constantly changing. Learners do not jump from one stage to the next; rather they review the new system and accommodate it to the target language.

Finally, interlanguage is systematic, in the sense that for a second language learner the rules are part of the interlanguage system she/he has created. Second language learners do not randomly choose the rules from their interlanguage system; they do it in the same way as native speakers base their performance on their existent knowledge of language one.

LANGUAGE PROFICIENCY DISTINCTION

The distinction on language proficiency was introduced by Jim Cummins, an important Canadian researcher of second language acquisition and bilingualism, in 1979 to draw educators' attention to the problems and challenges that second language learners encounter when using L2 in academic aspects of school.

Cummins, after carrying out several bilingual research studies, recognizes that multiple language proficiencies are necessary in different contexts and that in the field of education it is required to have a literary form of language that is different from language that is used in everyday conversation. Cummins presented two language proficiencies: the first used for basic communication, Basic Interpersonal Communication Skills or BICS, and the second for language that is used for academic purposes, Cognitive Academic Language Proficiency or CALP which refers to the students' ability to understand and express concepts and ideas in oral and written.

ANTECEDENTS OF THE CONVERSATIONAL (BICS) AND ACADEMIC LANGUAGE PROFICIENCY (CALP) DISTINCTION

In 1976, Tove Skutnabb-Kangas and Pertti Toukomaa, two pundits of bilingual education presented the fact that immigrant children in Sweden showed ability to communicate in two languages, Finnish and Swedish; but, they also showed limited verbal academic performance when using the languages.

In Canada, analysis of psychological assessments administered to English Language Learners showed that immigrant students had overcome, somehow, all difficulties with English because they were able to converse easily; however, they performed poorly on English academic tasks and in psychological assessments. Therefore, based on this reality, there was a need to distinguish between the conversational fluency and the academic aspects of the second language and this was highlighted by analyzing data acquired by the Toronto Board of Education in 1981. The data collected showed that there was, on average, a gap of several years to obtain the necessary academic fluency to perform successfully in academic situations comparing to the academic performance of native speakers.

Basic Interpersonal Communication Skislls (BICS) and Cognitive Academic Language Proficiency (CALP) were then formalized as conceptually different components of second language proficiency. It is important to clarify that since this distinction was only conceptual rather than theoretical, it could not be said that BICS and CALP were the only components of the Language Proficiency construct.

The first attemp to theorized the BICS and CALP distiction was to meet the criteria presented by Oller's argument which stated that all individuals differences in language proficiency were explained by one basic factor: Global language proficiency. Oller collected a large amount of data that showed a relation between performance on reading tests and the verbal ability.

Oller's term was argued by Jim Cummins who in his book Language, Power and Pedagogy proposes an example to clarify that it was not possible to incorporate all the elements of language proficiency into only one dimension of global language proficiency.

For example, if we take two monolingual English-speaking siblings, a 12-year old child and a six-year old, there are enormous differences in these children's ability to read and write English and in the depth and breadth of their vocabulary knowledge, but minimal differences in their phonology or basic fluency. The six-year old can understand virtually everything that is likely to be said to her in everyday social contexts and she can use language very effectively in these contexts, just as the 12-year old can. In other words, some aspects of children's first language development (e.g. phonology) reach a plateau relatively early whereas other aspects (e.g. vocabulary knowledge) continue to develop throughout our lifetimes. Thus, these very different aspects of proficiency cannot be considered to reflect just one unitary proficiency dimension (Cummins 59)

Oller, himself, states that his idea of a global language factor is arguable. "The evidence now shows that there are both global and componential aspects of language proficiencies. The perfect theory of the right mix of general and specific components, however, has not been found – and probably will never be agreed on" (Oller qtd. in Baker 13).

The BICS and CALP distinction has been related to the theoretical distinctions that other experts have made about language proficiency and second language learning. The terms used by these theorists have varied but all of them have recognized the essential difference between the ability to maintain an everyday conversation and to use language appropriate for more complex contexts.

RELATED THEORETICAL DISTINCTIONS

The conversational/academic distinction has been presented in similar ways by several theorists such as Vygotsky, Bruner, Canale, Donaldson, Olson, Bereiter and Scardamalia, Snow, and Mohan.

Spontaneous and scientific concepts (Vygotsky, 1962)

Vygotsky perceived the individual as a social being who does not construct knowledge by him or herself but through social interaction; he also stated that by interacting with a more competent individual it is possible to acquire cultural tools such as literacy and language which is an external tool used within social contexts.

In his theory of language, Vygotsky explained that in a particular stage of a person´s life, word meanings (concepts) are acquired throughout the psychological development of the person.

He distinguishes between two different concepts: spontaneous and scientific. Spontaneous concepts are the result of everyday experiences without any formal instruction. Usually these concepts are rich but unsystematic and mainly contextual; however, they play a very important role because they are the foundation for the acquisition of scientific concepts. Scientific concepts appear in the systematic and specialized activity of classroom instruction. Once scientific concepts are acquired, spontaneous concepts become structured and conscious and help individuals to mediate their thinking and problem solving.

Communicative and analytic competence (Bruner)

In 1975, Bruner defined communicative competence as the ability to produce utterances that are suitable for the context in which they are made, and to understand utterances within the context in which they are encountered. Analytic competence appears thanks to the existence of communicative competence. It involves thought processes related to language as problem-solving. Analytic competence is possible through formal schooling.

Communicative and autonomous proficiency (Canale, 1983)

Canale criticized Bruner's theory of communicative and analytic competence for it implies that analytic competence is a higher form of proficiency than the linguistic or communicative.

Canale proposes a framework in which he clarifies the distinction made by Bruner. He differentiates between three proficiencies: basic language proficiency, communicative language proficiency and autonomous language proficiency.

Basic language proficiency includes all language elements necessary for communicative and autonomous language proficiencies; which means it includes features of grammar, sociolinguistics, discourse and strategic competencies.

According to Canale, communicative language proficiency includes the elements of basic language proficiency but its focus is different. Communicative language proficiency focuses on social meanings which are drawn from sociolinguistic knowledge and skills. Autonomous proficiency, on the other hand, is less focused on the social meaning but it goes towards more intrapersonal uses of language as problem-solving and monitoring of thoughts.

Embedded and disembedded thought and language (Donaldson)

In 1978, Donaldson made a distinction between embedded and disembedded modes of thought and language in which she emphasizes the importance of context in any type of cognitive or linguistic situation. She states that children´s thought processes and use of language are developed within a meaningful context. She has proved that children are able to reach high levels of cognitive performance when the task is presented in an embedded context – in one that makes sense.

Utterance and text (Olson, 1977)

Olson´s distinction between utterance and text is directly related to whether meaning is extrinsic (utterance) or intrinsic (text) to language. In a conversational encounter the listener has the opportunity to distinguish several contextual and

paralinguistic signs that help him/her to interpret the meaning of the utterances produced or the intentions of the speaker; therefore, meaning is only partially dependent on the linguistic forms used by the speaker. On the contrary, text is an independent representation of meaning because the reader has only linguistic cues to understand the sentence meaning.

Even though Olson's representation of utterance as dependent and text as autonomous has been criticized, his distinction is based on the same differences between conversational and academic language.

Conversation and Composition (Bereiter and Scardamalia, 1981)

Bereiter and Scardalamia have studied the differences between language used in conversation and the language that is necessary for a written work. They have also analyzed the problems of learning to write. They affirm that the main difficulty is trying to transform a language system used in conversation (accompanied by all the linguistic and nonlinguistic cues) to a language system capable of working by itself in written form.

They state that using a language system without the regular conversational support makes writing a very different task from conversation.

Contextualized and decontextualized language (Snow)

In 1991, Catherine Snow and her colleagues showed that the ability to perform in contextualized language tasks (everyday conversational encounters) is not necessarily related to the ability to perform in less contextualized tasks (defining, analyzing, describing, etc.)

Their investigation leads to the conclusion that although skills already acquired in the first language can be transferred to the second language, this process does not actually occur until a high proficiency level is acquired in the second language. Also, they conclude that a language used as the native at home improves the conversational skills of an individual but it does not show any improvement directly related to the academic skills that will be acquired within the classroom context.

Practical and theoretical discourse (Mohan, 1986)

Practical discourse involves characteristics of everyday conversations and interaction within society while theoretical discourse describes language used in school learning or academic contexts. Theoretical discourse does not necessarily occur exclusively in classroom settings, it can also happen in an informal setting in which an expert transmits knowledge to a learner.

Later, the distinction between BICS and CALP has been also related to several other investigation of theorists: Gibbons, theory of playground language and classroom language; Corson, theory of typical conversational interactions in English versus academic or literacy-related uses of English; Biber, theory of factor analysis of million words of English speech and written text; and Gee, theory of primary and secondary discourses.

BASIC INTERPERSONAL COMMUNICATION SKILLS (BICS) AND COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP)

As it was mentioned above, Jim Cummins carried out various studies in bilingual education in Canada and presented as conclusion that different language proficiencies are necessary in different contexts and that in the field of education a literary form of language that is different from language that is used in everyday conversation is required. Cummins presented two language proficiencies: the first used for basic communication, and the second for language that is used for academic purposes.

Cummins expressed this distinction in terms of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). The terms BICS and CALP were coined to describe language used in different contexts that move from concrete usage of language (conversations) to more abstract uses that involve language itself. Cummins also affirms that as students progress through the levels of

proficiency, they are required to manipulate language in cognitively demanding and context-reduced situations that differ from everyday conversational interactions.

Colin Baker (2006) explains the description of the difference between BICS and CALP made by Cummins:

BICS is said to occur when there are contextual supports and props for language delivery. Face-to-face **'context embedded'** situations provide, for example, nonverbal support to secure understanding. Actions with eyes and hands, instant feedback, cues and clues support verbal language. CALP, on the other hand, is said to occur in **context reduced** academic situations. Where higher order thinking skills (e.g. analysis, synthesis, evaluation) are required in the curriculum, language is **'disembedded'** from a meaningful, supportive context. Where language is 'disembedded', the situation is often referred to as **'context reduced'**. (Baker 169-170)

Cummins illustrates language variety by presenting what he names the "iceberg metaphor".

Conversational Proficiency

Cognitive Processes
Knowledge
Comprehension
Application

Language Proficiency
Pronunciation
Vocabulary
Grammar

Surface

Analysis
Synthesis
Evaluation

Semantic Meaning

Functional Meaning

Cognitive Academic Proficiency
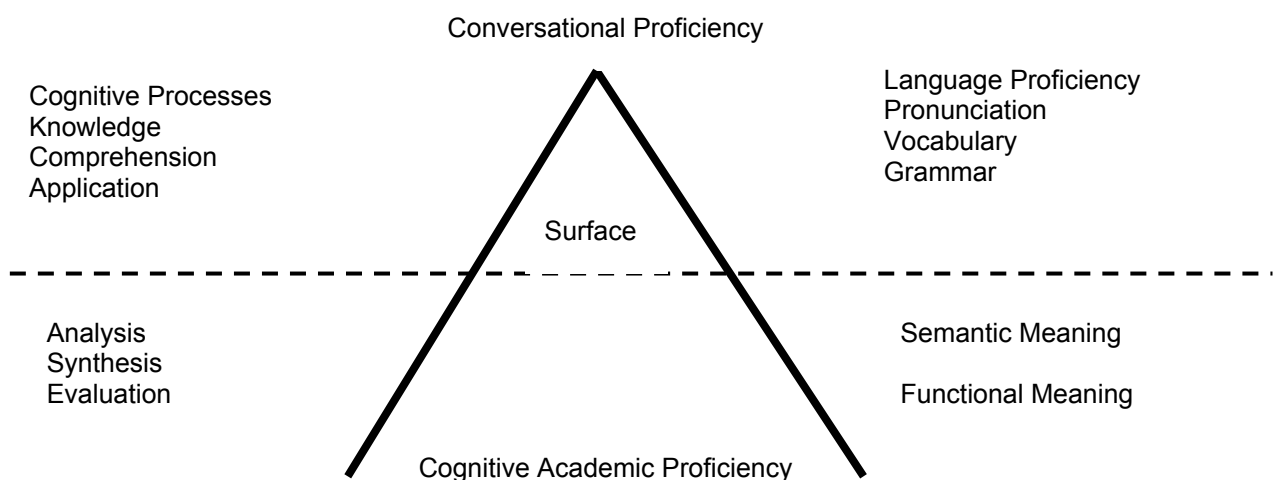
Figure1. Iceberg image representing Cummins' distinction between BICS and CALP (Baker 175)

Above the surface are language skills such as comprehension, speaking, pronunciation and vocabulary which mean it is the above-the-surface language or BICS. Below the surface are the language skills of analysis, synthesis, language skills of meanings and creative composition which means that below the surface we find the immensity of the underlying proficiency known as CALP. As in an iceberg, BICS represents approximately 10% of the language proficiency of a competent learner.

In order to describe the differences in the language ability of students, and to explain the necessary elements that would describe cognitive/academic language Cummins developed a four part diagram that makes distinctions between BICS and CALP and he also incorporated new concepts of "context-embedded" communication versus "context reduced" communication. The diagram was created to illustrate the variety of language proficiency that is determined by the communication situation.

Cummins also mentions another variety going from "cognitively undemanding communication" to "cognitively demanding communication" which refers to the complexity and the level of language skill that is required for communicating. Cummins describes the distinction in the following way:

> The distinction was elaborated into two intersecting continua which highlighted the range of cognitive demands and contextual support involved in particular language tasks or activities (context-embedded/context-reduced, cognitively undemanding/cognitively demanding). The BICS/CALP distinction was maintained within this elaboration and related to the theoretical distinctions of several other theorists . . . The terms used by different investigators have varied but the essential distinction refers to the extent to which the meaning being communicated is supported by contextual or interpersonal cues (such

as gestures, facial expressions, and intonation present in face-to- face interaction) or dependent on linguistic cues that are largely independent of the immediate communicative context. (Cummins 2)

Cognitively Undemanding Communication

1st Quadrant   3rd Quadrant

Context Embedded Communication   **Context Reduced Communication**

2nd Quadrant   4th Quadrant

Cognitively Demanding Communication
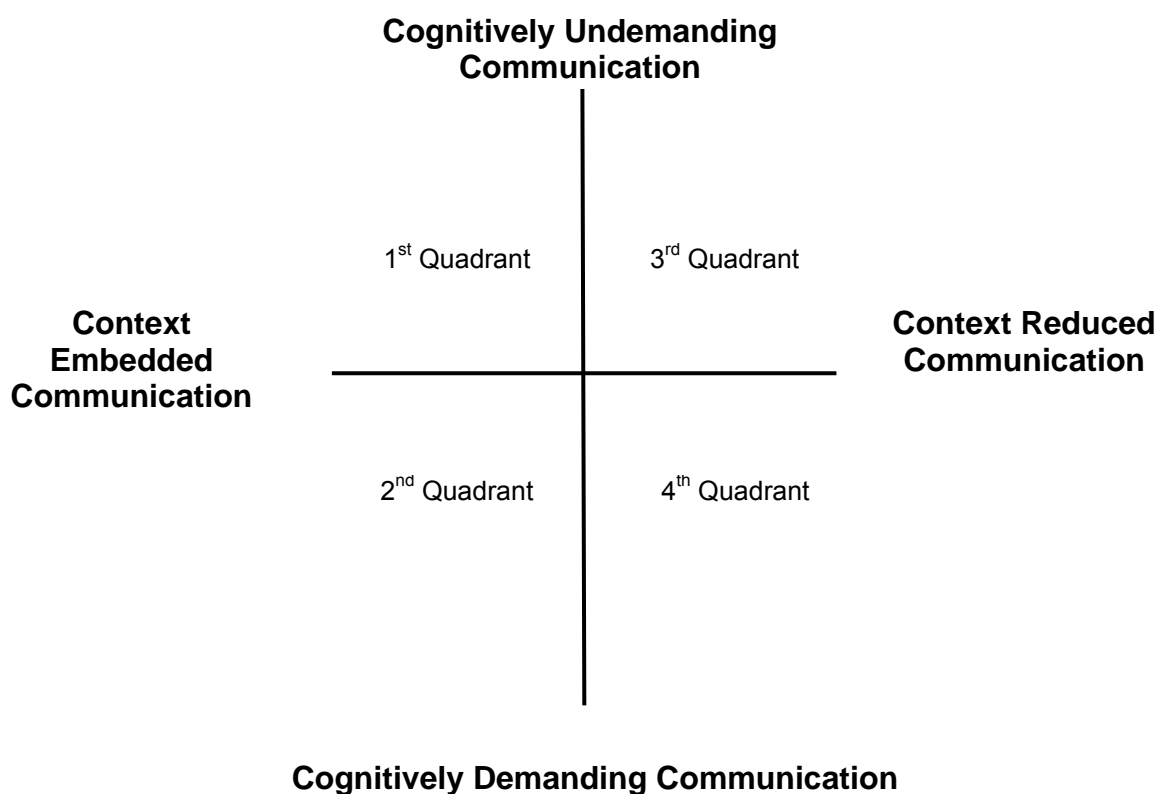
Figure2. Framework for the development of language proficiency (Baker 177)

The upper quadrants represent BICS. In the first quadrant, learners manage survival chunks of language and simple grammar forms. They use high-frequency vocabulary, and language that represents a context. Learners personalize, internalize and automate language. Casual conversation is a typical task of this quadrant.

The second quadrant is characterized by the appearance of initial reading skills. Learners write for personal needs using common vocabulary. They also start to integrate grammar and vocabulary. In this quadrant tasks such as persuading an individual that your point of view is correct are performed.

Quadrant three is a transitional quadrant that takes the learner to curriculum-related contents. In this quadrant, learners move from learning to read, to reading to learn and includes abstract language. This quadrant includes tasks of copying notes from the blackboard, filling in worksheets, and any other form of drill and practice activities.

In the fourth quadrant, abstract thought appears and the acquisition of metaphors, symbolism and idioms as well. Learners are able to use reading and writing in different academic genres. A typical task of this quadrant is writing essays.

Cummins theory argues that second language competency in the first quadrant develops independently of first language in comparison to context-reduced, cognitive demanding communication which develops dependently and can be promoted by either or both languages in an interactive way. For Cummins, it often takes one or two years for a second language learner to acquire communicative proficiency, but five to seven years to be able to acquire context-reduced proficiency.

Level of Language Proficiency

Monolingual Child

Second Language Learner

Length of time

One to two years
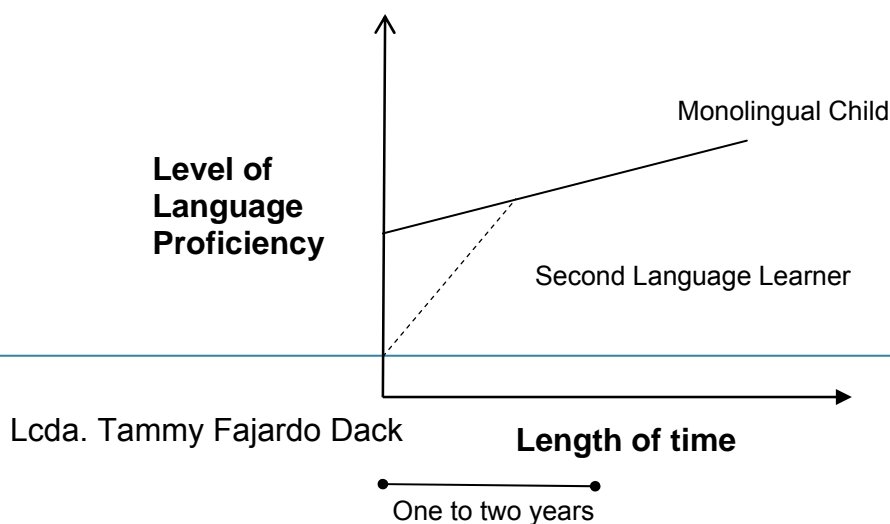
Figure 3 Acquiring context embedded language proficiency (Baker 155)
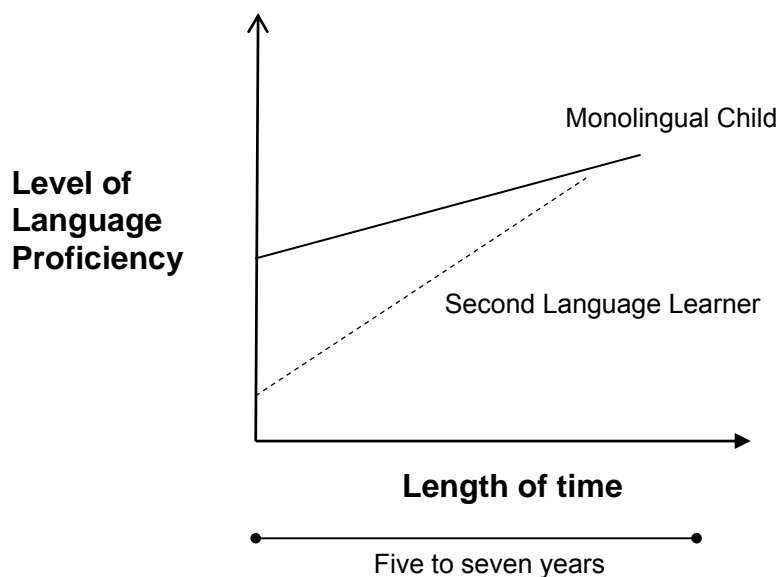
Figure 4 Acquiring context reduced language proficiency (Baker 155)

Cummins states that as students move up through the grades, they are asked to use language in more cognitive-demanding situations which differ significantly from everyday conversational activities. In writing, as pointed out by Bereiter and Scardamalia, students need to learn how to produce language without the help of the paralinguistic signs that come with face-to-face encounters. This language should be planned and organized coherently.

It is falsely believed that learners who have some conversational ability in the second language are completely prepared to be taught content subjects using the second language as the instruction tool because for this type of tasks students need to perform high order cognitive processes of the classroom such as synthesis, discussion, analysis, evaluation and interpretation. Therefore, second language learners who are capable of performing context-embedded communication tasks should be instructed with suitable methods and techniques to allow them to perform

context-reduced communication task positively, especially when these tasks are part of their educational duties.

FROM BICS TO CALP

It is necessary, especially for language teachers in the program of International Studies, in this case, to recognize the difference between the "academic language" that is required for career success and the "conversational language" to which, in one way or another, students have access. Cummins situates cognitive academic language proficiency within a context and finds out the relationship between low levels of cognitive academic language proficiency and students ´achievement.

> Thus, the social practice of schooling entails certain 'rules of the game' with respect to how communication and language use is typically organized within that context. In short, in the present context the construct of *academic language proficiency* refers not to any absolute notion of expertise in language but to the degree to which an individual has access to and expertise in understanding and using the specific kind of language that is employed in educational contexts and is required to complete academic tasks. Drawing on the categories distinguished by Chapelle (1998), academic language proficiency can be defined as the language knowledge together with the associated knowledge of the world and metacognitive strategies necessary to function effectively in the discourse domain of the school . . .Thus, in the context of schooling, discussions of greater or lesser degrees of language proficiency or 'adequacy' of an individual's proficiency refer only to the extent to which the individual's language proficiency (CALP) is functional within the context of typical academic tasks and activities. As noted above and elaborated below, the characteristics of instruction (context) will determine the functionality or 'adequacy' of an individual's proficiency in the language of instruction as much as the degree of proficiency in any absolute sense. (Cummins 67)

A very important aspect to bear in mind when teaching second language learners in that language is that they should be challenged cognitively but with the necessary contextual and linguistic supports in order to overcome imposed tasks and acquire academic proficiency successfully. This can also be explained in terms of Cummins framework in which optimal instruction for linguistic, cognitive and academic improvement will tend to move from quadrant 1 to 2 and from quadrant 2 to four. As mentioned before quadrant 3 is a transitional stage which can be included from time to time in order to practice and reinforce specific aspects.

Gibbons in her research on teaching science through classroom discourse distinguishes three stages that are closely related to the progression of academic language shown in the quadrants framework.

The first stage is *small group work* in which students share ideas and use language that is clearly context –embedded; thus, they perform activities that belong to the first quadrant.

The second stage is *teacher guided reporting* which helps students to understand and clarify ideas. While interacting with the teacher, students have to use less context-embedded ways of expression and to understand more complex and formal vocabulary. By working on this interaction students acquire the language tools that would help them to express what they learned using language that is more suitable and academic. As it is known these activities correspond to quadrant 2.

The third and last stage proposed by Gibbons is *journal reporting* which is possible thanks to the interaction with the teacher because when reporting back to students, he/she builds a bridge that takes students to writing that is the final activity of the cycle and linguistically is the most context-reduced.

According to the quadrant framework, journal writing corresponds to the fourth quadrant. Quadrant three also takes place through the stages to the degree that the

teacher spends time rehearsing and practicing new vocabulary in order to strengthen their acquisition.

Cummins is careful to describe academic proficiency as a casual factor that can contribute to school success or failure because language is socially situated and describe as one of several aspects that can affect academic performance.

> When language proficiency or CALP is discussed as part of a causal chain, it is never discussed as an isolated causal factor (as Edelsky et al. consistently depict it) but rather as one of a number of individual learner attributes that are determined by societal influences and which interact with educational treatment factors in affecting academic progress (Cummins & Swain, 1983,31). In other words, language proficiency was always seen as an intervening variable rather than an autonomous causal variable; it develops through social interaction in home and school. (Cummins 92)

BICS can be developed everyday with social interaction improving significantly overtime; however, CALP can be concluded to be a very important factor for academic success that needs to be instructed. Cummins' linguistic theory is not only an explanation of why there is poor performance at school but also is a means that leads to applications that solve the problem.

> If academic language proficiency or CALP is accepted as a valid construct then certain instructional implications follow. In the first place, as Krashen (1993) has repeatedly emphasized, extensive reading is crucial for academic development since academic language is found primarily in written text. If bilingual students are not reading extensively, they are not getting access to the language of academic success. Opportunities for collaborative learning and talk about text are also extremely important in helping students internalize and more fully

comprehend the academic language they find in their extensive reading of text.

Writing is also crucial because when bilingual students write about issue that matter to them they not only consolidate aspects of the academic language they have been reading they also express their identities through language and (hopefully) receive feedback from teachers and others that will affirm and further develop their expression of self.

In general, the instructional implications of the framework can be expressed in terms of the three components of the construct of CALP:

Cognitive - instruction should be cognitively challenging and require students to use higher order thinking abilities rather than the low-level memorization and application skills that are tapped by typical worksheets or drill-and-practice computer programs;

Academic - academic content (science, math, social studies, art, etc.) should be integrated with language instruction so that students acquire the specific language or registers of these academic subjects.

Language - the development of critical language awareness should be fostered throughout the program by encouraging students to compare and contrast their languages (e.g. phonics conventions, grammar, cognates, etc.) and by providing students with extensive opportunities to carry out projects investigating their own and their community's language use, practices, and assumptions (e.g. in relation to the status of different varieties and power relations associated with language policies and practices). (Cummins, Language, Power and Pedagogy: Bilingual Children in the Crossfire 98)

Cummins quadrant's framework can be used as a tool for planning lessons and assessing students according to the suggested for acquiring cognitive academic language proficiency. As Collin Baker states, the quadrants can be a guide for instructional planning. A teacher can take into account students' linguistic development, experience and understanding of a determinate theme. With this information, the teacher can create activities cognitively challenging and contextually supported for the students to perform.

Baker presents an example appropriate for beginner students.

Cognitively undemanding			
	Greeting someone	Reciting nursery rhymes	
	Talking about the weather	Listening to a story or poem	

Context Embedded	today		Context Reduced
	Make their own book based on their own spoken or written stories	Describe stories heard or seen on TV	
	Giving instructions about making a painting	Listening to the news	
	Use simple measuring skills	Reading a book and discussing the contents	
	Roleplay	Relate new information in a book to existing knowledge	
	Dramatic stories	Discuss ways that language is written; styles and conventions Reflecting on feelings	
	Solution seeking		
	Explaining ad justifying		
Cognitively demanding			

Chart 1 Sample application of Cummins' matrix for elementary students (Baker 178)

   The theory developed by Cummins was taken by a group of researchers who developed a curriculum series and teacher training resources designed to meet the objectives set by him in order to support the improvement of the Cognitive Academic Language Proficiency among second language learners. Anna Uhl Chamot and J.

Michael O'Malley started developing CALLA, The Cognitive/Academic Language Learning Approach, in 1994; however a new edition was published by Chamot in 2009.

CHAPTER III

AN INSTRUCTIONAL MODEL

COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH (CALLA)

The Cognitive Academic Language Learning Approach is an instructional model that was designed to meet the academic needs of English Language Learners. Students learning English as a second or additional language have always faced difficulties in both learning the language to communicate and learning the language for academic success. Various reasons could be the cause of the issues encountered by the learners but the most important include: cultural mismatch, failure to provide for initial cognitive and linguistic success in the first language, and inadequate curriculum, instruction or professional development of the teachers.

The main focus of the CALLA model is on strengthening curriculum instruction, and the teacher capability throughout the time that English Language Learners are developing their academic proficiency in English. CALLA is not only for teachers of English as a Second Language (ESL) but to all teachers who develop content subjects and use English as the language for instruction.

THE CALLA MODEL

The CALLA instructional model integrates content subject instruction with academic language development and instruction in learning strategies. It has three components in its curricular and instructional design: topics from the major content subjects, development of academic language and literacy, and explicit instruction in learning strategies for both content and second language acquisition, which is the central and main component of CALLA.

Content area instruction

In CALLA planning, teachers are required to select the content which should match the national or state standards for each academic content subject; in the case of University, it should match the contents that are included in the class syllabus; contents help to determine the academic language that will be used as well as to choose the most suitable learning strategies.

A very important part of this component is that teachers should present students situations in which they have to use higher-order thinking skills; teachers should start positioning students in more context-reduced communication situations.

Academic Language development

This second component of CALLA involves the practice of all four language skills – listening, speaking, reading, and writing – in each content subject. While the focus will always be on content, language will be the tool for learning the academic content. Students develop academic language and literacy through cognitively demanding activities but with all the necessary contextual support and extensive instructional support that will gradually be removed as students start to develop more proficiency, skills, and knowledge.

Learning Strategies

Students who are active and who know how to analyze and reflect on their learning process will be able to learn, remember and use new information in a more effective manner.

Learning strategies are the thoughts and actions that students use to complete a task successfully (O'Malley & Chamot qtd. in Chamot53). At the beginning, learning strategies are goal-oriented and conscious but once the strategies become familiar they can be used automatically but most of the learners. As stated by Ana Chamot,

learning strategies are sensitive to the learning context and to the learner's internal preferences.

CALLA'S CONCEPTUAL FRAMEWORK

As any other instructional model, the CALLA model is based on theories that respond to three basic criteria: (1) it is grounded in scientifically based research, (2) it explains what is learned and how it is learned, and (3) it provides a guide for instructions. Additionally, the theories on which CALLA is based deal with how content and academic language is learned and why it is convenient to use learning strategies to improve learning.

The CALLA instructional model is a combined cognitive-social model that involves both theoretical constructs.

It remains true that cognitive learning theory can explain both basic and complex aspects of learning, especially academic learning (O'Malley &Chamot, 1990). However socio-cultural theory has also demonstrated that the context of learning and the learner's interactions with others play a significant role in both content and language learning (Gersten & Hudelson qtd. in Chamot7).

Cognitive and socio-cultural theories provide insights into individual students' acquisition of content, language, and learning strategies in a second language. This expanded theoretical framework focuses on both the learner's mental activity and the social context of learning. (Chamot 7)

Cognitive Theory

Cognitive theory focuses on how learners process, store and remember new information and how they acquire new skills.

Cognitive learning theory indicates that learning is an active, dynamic process in which learners select information from their environment; organize the information; relate it to what they already know; retain what they consider to be important; use the information in appropriate contexts; and reflect on the success of their learning efforts (O'Malley & Chamot qtd. in Chamot8)

One major issue within Cognitive learning theory is the study of memory and memory processes. First, it should be explained that the term working memory is used to describe the initial process in which information is manipulated for solving problems, reorganizing information, or comparing what is already known with new information. Then this information can be stored in what is known as secondary or long-term memory. Experts have concluded that there is not a single storage place in the secondary or long-term memory, but rather this memory is divided in at least five memory systems that are in different parts of the brain.

Two main memory systems are currently recognized – declarative and procedural memory, which are stored in different parts of the brain and the information stored in each of them is learned in different ways.

Declarative memory

Declarative memory is the storage system for facts and information which means everything we can declare. Information in declarative memory is thought to be stored in memory frameworks, or *schemata*, that are interconnected concepts and ideas (McVee, Dunsmore, & Gavelek qtd. in Chamot9).

The information stored in declarative memory can be changed when new information is acquired. This new information can add to, expand upon or challenge previous knowledge which contributes to the modification of previous information instead of construction of a new schema. The memory schemata of the first language can be used to help solving problems or learning similar information of a second language. For instance, types of information stored in declarative memory that can

help acquire a second language are words (forms and meanings), facts, rules, images, and sequence of events.

Declarative information is learned by taking advantage of existing memory structures and building on the individual's background knowledge. Teachers can do this by eliciting students' previous knowledge when introducing a new topic and teaching students to identify what they already know and relate it to the new information in order to compare, organize or expand the information stored. The more ways new information is related to previous knowledge the stronger and easier it is to be remembered.

Procedural Memory

Procedural memory stores what we know how to do or how we react or respond to different stimuli including simple and complex physical and mental activities. Procedural memory motivates the ability to produce language which at the beginning is conscious because there are a lot of issues when acquiring a new skill but later, with enough and appropriate practice becomes automatic and it is not necessary to think while producing language. Examples of procedural memory are writing, speaking fluently, and understanding a lecture, reading, or interacting in a conversation. All these skills demand a lot of effort when they are being learned but through practice they become automatic.

Procedural knowledge is learned by practicing a complete process or skill which is goal-oriented and meaningful to the students. An easy way to learn how to acquire procedural knowledge is by imitation and practice. This means that students observe a model, they study it by practicing with it and they receive feedback either from the teacher or more skilled peers. Procedural knowledge takes longer to acquire than declarative information because it needs extensive practice. The important aspect with procedural knowledge is that it is more likely to be remembered and retained for longer periods of time.

Examples of procedural knowledge can be driving a car or playing the guitar; once the necessary skills for these activities are mastered, they are very unlikely to be forgotten even if the activities are not practice. This is similar when talking about learning a language; a language is stable once it is learned; however, if it is not practiced with frequency some aspects of the language can be forgotten; for example vocabulary.

Anna Uhl Chamot states that it is very important to bear in mind that an important construct in cognitive theory is that a relationship between knowledge stored in declarative memory and procedural memory takes the individual to the enhancement of language ability. As it was aforementioned language skills need to be practiced to become automatic, but it is also true that all four skills depend on declarative knowledge of vocabulary and grammar for accurate comprehension and production, as well as knowledge of appropriate register for interacting socially and academically (Chamot 9)

Socio-cultural Theories

There have been several discussions over whether the second language acquisition process is cognitive or socio-cultural. These arguments have appeared because some researchers base their opinions on the socio-cultural theory of second-language acquisition proposed by Vygotsky who said that language first develops socially and then it is internalized.

There is a socio-cognitive theory that was proposed by Atkinson which seeks to integrate both approaches by showing that the second language process is both cognitive and socio-cultural and that it involves social, physical and cognitive processes.

In 2007, De Bot, Lowie, and Verspoor, developed and proposed a new theory for second language acquisition, a Dynamic Systems Theory (DTS). This theory tries to describe how complex the systems that cannot be predicted are.

In second-language acquisition, Dynamic Systems Theory posits variable influences of factors such as motivation, amount and type of input, and influence of the first language (De Bot, Lowie, & Verspoor qtd. in Chamot 11).

This theory eschews the notion that all second-language learners go through identical processes in developing second language proficiency. Instead, the theory asserts that second language acquisition processes respond to multiple influences and that the experiences of individual learners need to be examined (Chamot 11).

It is imperative for all teachers to know and guide his/her teaching with the fact that each student is different; thus, each one learns in a different way. Several factors which can be either internal cognitive and affective, or external social and cultural influence a student´s second-language learning in diverse ways and each factor can be of different importance for different learners.

Although the CALLA instructional model emphasizes the cognitive theory, it recognizes that social and cultural aspects influence the way in which each student learn the second language, as well as, his/her levels of motivation.

INSTRUCTIONAL CONCEPTS RELATED TO THE CALLA MODEL

The CALLA instructional model has many roots that have influenced its current features and it also has parallel branches that have guided the development of the CALLA model. Both, its roots and branches are based on the idea that each individual thinks, seeks and constructs knowledge and more importantly enjoy learning through social interaction, through communication with other individuals.
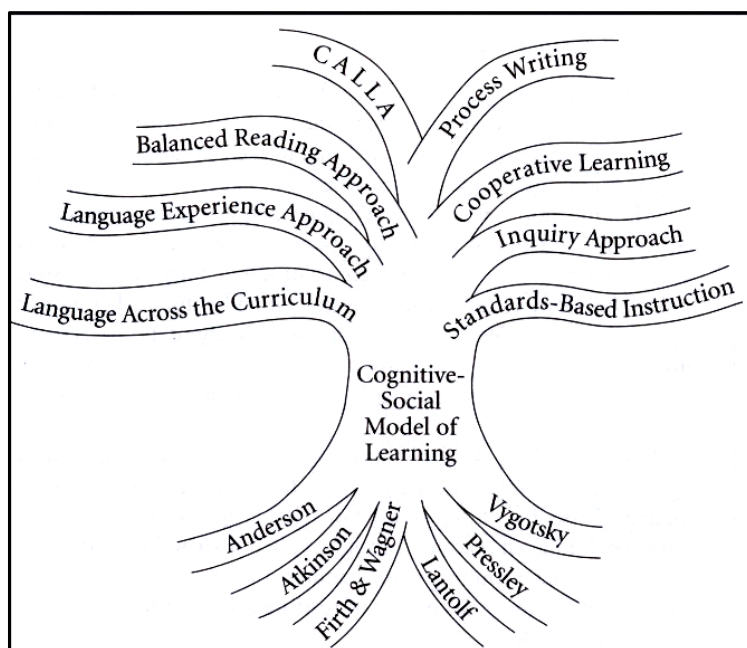
Figure5. CALLA's roots and branches (Chamot 13)

CALLA is based on a cognitive-social model of learning that focuses on what is going on in students' minds rather than in their overt responses to stimuli. The belief that instruction should be guided by how students think, learn, and interact influences the teacher's choice of classroom activities. Allied with this principle is the idea that language facilitates and illustrates thinking. Listening and reading give us access to the ideas of others, and speaking and writing provide us with the means of transforming ideas through our own individual experiences and outlooks and then expressing and explaining our ideas to others. (Chamot 13)

Several instructional models are in agree with the CALLA features and philosophy; that is why they are considered parallel branches of it. These models include: language across the curriculum, the Language Experience Approach, balanced reading approach, process writing, cooperative learning, inquiry approaches, and standards-based instruction.

- **Language Across the Curriculum**: This instructional model has as its main objective to include language teaching and learning into all areas of the curriculum. It teaches language in every content subject.

- **Language Experience Approach (LEA):** It helps to develop initial language and ability to read and write to a competent level. Within this approach students learn that what can be said can be written down and that what has been written down can be read. The LEA is based on the idea that students background knowledge can help to the acquisition of new ideas and concepts.

- **Balance Reading Approach:** Children do not learn to read in only one way; there is individual variation in the development of reading skills. Some children learn to read in a global way while other children learn best with a more analytical approach to reading, especially if they have learned how to read in their first language through phonics or syllables. A balanced reading approach combines both phonics instruction and reading texts that include both stories and informational writing. The amount of each component depends on the needs of each student.

- **Process writing:** It teaches students that writing is not the mere act of putting down words in a paper, but that it involves a whole process which includes thinking and planning the ideas to write; developing a draft in which the ideas are joined together; revising the first draft; and editing the written work until a final draft is done. By teaching students the writing process, the classroom becomes a writing workshop in which students learn how to write through discussion, sharing and conferencing.

- **Cooperative Learning:** In this instructional model students work in groups that have been organized carefully. The main objective is for students to engage in the given task and share responsibility. Groups should include students of varying degrees of content knowledge and linguistic proficiency in order to help

each other understand and complete the task and also become more independent learners.

- **Inquiry Approaches:** This approach can be defined as "any activity aimed at extracting meaning from experience" (Audent qtd. in Chamot 15). Inquiry approaches are based on learner-centered activities in which students are seen as active co-constructors of knowledge. Within this model, teachers promote the development of high-order thinking skills.

- **Standards-Based Instruction:** Instruction based on standards, in this case, university standards, identifies what students should know and be able to do in relation to each area, subject and level. Currently, according to the new law of Superior Education every subject objective has to be directly related to the career objectives and the University mission and vision.

WHY IMPLEMENT CALLA?

CALLA is a feasible and productive method for using with ESL students. The authors proposed this model as an effective one for meeting the needs of students who may be getting lower grades because of a Cognitive Academic Language deficiency.

Although there are other models that can be used to develop the Cognitive Academic proficiency such as the Content Based ESL Curriculum (CBEC) and the Specially Designed Academic Instruction in English (SDAIE) or sheltered English, these can discourage teachers and students specially when using content they are not ready to deal with because of lack of knowledge. With these two models, teachers become too concerned with the content area teaching and neglect teaching

related language skills, and it is imperative to bear in mind that the language learning aspect should take equal priority with the content learning aspect.

CALLA promotes the success of English Language Learners by integrating content-area instruction with language development. The model is based on cognitive learning theory in which learners are active participants in the teaching/learning process. The active participation of learners is characterized by the application of prior knowledge to new problems, the search for meaningful information, higher - level thinking skills and the developing ability to control their own learning.

Objectives of the CALLA instructional model

The Cognitive Academic Language Learning Approach is an instructional model designed to increase the achievement of English-language learning (ELL) students and other students who are learning through the medium of a second language. As it was aforementioned CALLA has three components and along with them it presents three objectives.

1. To identify English language learners and their academic needs;
2. To describe an instructional model that meets these needs;
3. To provide guidelines for developing content knowledge, language and literacy, and learning strategies.

ACADEMIC LANGUAGE DEVELOPMENT

This thesis project seeks to use the CALLA instructional model to help students improve their Cognitive Academic Language Proficiency, and for this purpose the

investigation will aim to respect the objectives of CALLA, and will use the components on CALLA but emphasizing especially academic language development.

Academic language skills need to be developed in every lesson. Students need to acquire academic language proficiency to understand teachers' explanations, discuss the subject with the teacher and peers, read for different purposes and write about what they are learning. Academic language, which is used by teachers and students for the purpose of learning, is very different from the language that it is used for social encounters; although both are used in all classes, academic language should be highlighted.

According to the TESOL journal a formal definition of academic language is:
"Academic Language: language used in the learning of academic content in formal schooling contexts; aspects of language strongly associated with literacy and academic achievement, including specialized academic terms or technical language , speech registers, and discourse related to each field of study" (TESOL 117).

 Learning academic language is not only about learning the vocabulary of a specific content subject; it includes learning the grammatical patterns and discourse organization of oral and written language. For that reason, academic language is more difficult and takes longer to learn than social language. The purposes of academic language are imparting new information, describing abstract ideas and developing conceptual understanding. These purposes are cognitively demanding; therefore students can experience more difficulty.

Academic Language Functions

Academic language is also composed of all four language skills – listening, speaking, reading, and writing. These skills are used to learn and accomplish the academic language functions that are necessary to be able to understand content subjects.

Academic language functions include explaining, informing, comparing, classifying, analyzing, inferring, justifying and persuading, solving problems, synthesizing, and evaluating.

In most classes, academic language is likely to be unidirectional in the sense that the teacher and the textbook teach information to students and they have to demonstrate their understanding of the topic by answering questions either in oral or written exams. The CALLA model looks for teaching academic language in an interactive way in which students will actually use the language and not only understand it. Using the model teachers and students will be able to discuss new topics, analyze concepts, and argue about diverse themes in teacher-student or student-student encounters.

Thinking Skills

The use of academic language functions demands the use of lower-order and high-order thinking skills. Both groups of skills are used for different purposes and in different types of tasks. Tasks which require lower-order thinking skills include recalling facts, identifying vocabulary, and making definitions and these can be expressed using simple grammatical structures. Tasks that demand the use of high-order thinking skills involve the use of language for analyzing, synthesizing, and evaluating. These tasks require the use of more complex language and longer chunks of language.

Academic Language Function	Thinking and Reasoning Skills*	How Students Use Language	Examples
1. Seek information or Question for Clarification	Understanding	Observe and explore the environment; acquire information from oral or written text; ask questions	Use who, what, when, where, and how to gather information

2. Inform, Explain, or Describe		Identify, report, or describe information	Recount information presented by teacher or text; retell a story
3. Compare	Comparing and Contrasting	Describe similarities and differences in objects or ideas	Make/explain a graphic organizer to show similarities and contrasts
4. Classify or order	Classifying	Group objects or ideas according to their characteristics; sequence objects, ideas, or events	Describe organizing principle(s), explain why A is an example and B is not; describe or make a time line, continuum, cycle or narrative sequence
5. Analyze	Analyzing Relationships	Separate whole into parts; identify relationships and patterns	Describe parts, features, or main idea of information presented by teacher or text
6. Infer	Making inductions and deductions	Make inferences; predict implications; hypothesize	Describe reasoning process (inductive or deductive) or generate hypothesis to suggest causes or outcomes
7. Justify or Persuade	Argumentations	Give reasons for an action, decision, point of view; convince others	Tell or write why A is important and give evidence in support of a position
8. Solve Problems	Problem Solving	Define and represent problems; determine solutions	Describe problem-solving procedures; apply to real-life problems and describe
9. Synthesize		Combine or integrate ideas to form a new whole	Summarize information cohesively; incorporate new information into prior knowledge
10. Evaluate	Decision Making	Assess and verify the worth of an object, idea, or decision	Identify criteria, explain priorities, indicate reasons for judgment, confirm truth

* From Marzano, R.J. (2000). Transforming classroom grading. Alexandria, VA: ASCD. Copyright © 2009 by Pearson Education, Inc. Permission granted to reproduce for classroom use.

Chart 2 Academic Language Functions. (Chamot 38)

After analyzing the language functions and thinking skills involved in the learning of academic language it can be said that: Academic Language can be recognized by describing the academic language functions and the level of thinking and reasoning

skills needed to complete specific tasks. Therefore, vocabulary, grammatical structures, spelling, and pronunciation are integrated into the language functions used for the activities. Both the language elements and the language skills (listening, speaking, reading, and writing) are combined to accomplish a particular task which obviously includes a language function.

THE IMPORTANCE OF TEACHING ACADEMIC LANGUAGE

There are five reasons for considering academic language an essential part of the CALLA model and for teaching it in the classrooms.

1. Learning to use academic language is a key to success in content subjects. Students need to learn academic language because it is used as a means of learning in the academic field. In the classroom, the teacher uses academic language and academic material to teach new information, thus students need to learn it to be able to listen, understand, read and write; in other words to perform in an academic context.

2. Academic language is not learned nor used outside the classroom. It is important to use academic language as much as possible during class periods because outside of the classroom students do not have the opportunity to use it.

3. Using academic language properly can help meeting teachers' expectations. Some English subject teachers may think that all students are able to use the language for academic purposes; however, teachers should consider that the majority of students have only been exposed to the language that is necessary in social interactions, and even though they are fluent and have no problems in conversing with the teacher and classmates they can present major difficulties in the subject because they have not have enough academic language instruction and practice.

4. Academic Language helps students practicing the English language as a means of thought. When students listen to a lecture or read academic material in order to learn new information, and when they speak or write to express what their thoughts, analysis, interpretations and conclusions about what they have learned they are using the language as a medium of thought.

5. Academic Language can be developed in an easier way by using learning strategies. The difficulties in learning academic language can be overcome by using learning strategies that facilitate tasks such as reading and memorizing new information. Many strategies can be used for developing vocabulary, listening and reading comprehension, and for producing oral and written texts.

WAYS TO DEVELOP ACADEMIC LANGUAGE

The CALLA instructional model proposes various ways that teachers can use to develop and improve the learning of academic language.

Academic Language Models

Teachers should be good academic language models since they are the ones who use academic language more frequently to impart new information and knowledge. The experts (teachers) can help providing students with models of excellent language performance, by showing them how to practice the language, and by giving them feedback on their practice and performance. Every new topic should be presented and taught using good language because students will imitate and start using that language as well.

Teachers should also create opportunities for students to use academic language outside the classroom setting; students should have the chance to interact academically with other students and with native speakers. A way to do this could be by assigning students to interview other people (teachers, more proficient peers, friends, tourists) about academic topics.

Language Awareness

It is very important to create language awareness in students. Second language students usually acquire this language awareness when they realize that the same object has different names in different languages; that their first and second languages have similar and different usage and grammar rules. Being aware of the features of a language help students acquire and use academic language because they will recognize that academic language and the language they use for everyday conversations differ.

Academic Listening

Teachers should foster practice in the listening of academic content by using their own explanations and lectures, by listening to recorded material, or by watching video tapes or DVD's.

The listening activity should be organized and include the necessary steps to accomplish the students comprehension of the topic. There should be pre-listening or pre-viewing activities such as a discussion on the topic; also, note taking during the audio or audiovisual material; and finally post-listening or post-viewing comprehension checks which will improve students comprehension of the topic.

Academic Speaking

English language learners need speaking opportunities in which they will use academic language. It is the teacher´s duty to create these opportunities by planning cooperative learning activities, group projects and hands-on tasks that will give students a reason to use academic language. When students work together and share a common topic they need to talk to each other about it to develop the activity by answering questions, making charts, etc. In this way, students use academic

language to communicate with classmates which makes the use of this language interactive and authentic.

Besides practicing academic language to interact with classmates, students need to use it to respond to teachers' questions, explain procedures or solutions, and to make oral presentations. All these activities will provide enough practice to help students achieve success in content subjects.

Academic Reading and Writing

Academic Reading and Writing is another important aspect within the CALLA model for improving the use of academic language. It is very important for students to learn how to read and write in different areas; therefore, teachers should provide practice for reading and writing in every possible topic.

English Language learners can practice by reading informational texts which can describe, narrate, or explain information. They can also practice by writing about what they are reading, again by describing, narrating, or explaining the information read.

It is necessary not only to concentrate on the content of the reading material but also on the language that is used and how that language works. For instance, teachers can explain the types of discourse organization in a text, such as narration, description, comparison, and persuasion. They can also assist students in recognizing technical vocabulary and grammatical structures.

Thinking Skills

As explained before, students are required to use high-order thinking skills. Teachers ought to ask students questions that demand explanations, analysis, comparisons, discussions, etc. This can present difficulties for the students at the

beginning, but with teacher modeling and enough practice students will be able to express their thoughts in the target language.

Learning Strategies

Learning strategies are the tools students can use to learn, understand, remember and use academic language more easily. "The major reason for integrating learning strategies into the instruction of academic language and content is the considerable boy of research demonstrating that learning strategies can be taught and that their use improves student proficiency on both academic language and content tasks." (Chamot 55)

PLANNING FOR CALLA INSTRUCTION

Planning for CALLA instruction involves several steps:

1. Assess Students' Prior Knowledge by questioning, brainstorming, using native language, graphic organizer, and concrete experiences.

2. Set up Content Objectives using University content subject standards to select the contents and skills to be learned by students for a specific subject, including higher-order thinking skills.

3. Establish Academic Language Objectives in order to identify academic language skills and functions necessary to perform in each area of study.

4. Identify Learning Strategies Objectives that will help to choose learning strategies specific to the activity on which students are working that are appropriate for each part of the lesson.

5. Plan carefully for the materials needed to provide context, cooperative, group, and hands-on activities.

6. Organize activities into a five-phase instructional sequence consisting of Preparation, Presentation, Practice, Self-Evaluation, and Expansion.

Phases for a CALLA lesson

CALLA instruction is research based and learner-centered. It is reflective, supportive, focused and enthusiastic. This model promotes academic and linguistic development. It benefits and motivates students as well as it emphasizes higher level thinking.

The five phases of a CALLA lesson integrate content, language, and learning strategy objectives. Teachers should select types of activities that best suit the learning needs of students.

Preparation

During the preparation phase of a CALLA lesson, the teacher has to find out students' prior knowledge about the topics presented and practiced. It is very important for students to remember previous knowledge to be able to link it to the new information.

Activities that can help activating prior knowledge in the Preparation phase include brainstorming (first language can be used as a resource), making class or group graphic organizers, concrete activities, working with concrete objects (blocks), cooperative learning, teacher demonstration, role-play, use of videos and films, websites, and field trips.

Presentation

In this phase, new information is presented and explained to students. The teacher presents the new content with the support of contextual prompts to help students comprehend the new topic. The material teachers will used to present the topic will be used after students have a general understanding of the new information. This information can be presented in different ways because students understand information in different ways. By varying the method of presenting a new topic, students with different learning styles and different learning needs can understand new concepts aurally, visually and kinesthetically.

It is also necessary for the teacher to maintain a positive affective classroom environment by showing interest in students' personalities, culture, language, and family background.

An integral part of the presentation phase is questioning. Students have to learn how to ask questions for clarification and how to answer questions that require the use of higher-order thinking skills. Learning strategies that can help accomplish these tasks can be using selective attention to key ideas presented and using background knowledge for better comprehension of the topic.

Practice

In the Practice phase of the lesson, students have to participate in different activities such as hand-on projects or group discussions. Since students can beneficiate from their peers by learning new concepts, expanding their language and content knowledge through interactions, Cooperative learning activities are of major importance during the Practice phase.

Cooperative learning presents students with opportunities to use academic language by interacting with classmates and by working together on the same topic. In cooperative learning groups are formed with students that have different levels of language proficiency and content knowledge which is of great benefit for them.

The CALLA handbook presents the following guidelines for organizing cooperative learning:

1. Ask students why they think teachers ask them to work together in groups. List and discuss their answers.

2. Explain that *cooperate* is an effective learning strategy because students can help each other understand new concepts and skills, and practice the kind of English needed for school.

3. In general, organize heterogeneous groups consisting of students with a high and low amount of relevant background knowledge and students with greater and lesser proficiency in English.

4. Occasionally, organize homogenous groups to allow students with similar knowledge or skill level to work together as peers. You can differentiate the task so that each homogeneous group can accomplish it successfully.

5. Teach the social skills students need to work effectively together through team-building cooperative activities, in which students learn how to work cooperatively and how to value the talents of their heterogeneously chosen team members.

6. Structure cooperative learning activities so that the task can only be accomplished through group interaction. For example, students might have to pool through group interaction. For example, students might have to pool individual information to develop a project or report or students could have different responsibilities for completing a science experiment.

7. Assign a role to each group member. Give students role cards that describe their responsibilities or make a poster of this information (see figure 6).

8. Allow cooperative groups for freedom to develop their ideas and solve the problem(s) assigned. Act as a facilitator rather than as a teacher.

9. For cooperative learning activities, give group recognition (or grades, depending on task) as well as individual recognition.

10. Conduct debriefing discussions in which students evaluate how successful they were in working together and in using *cooperate* as a learning strategy.

Cooperative Learning Roles
Coordinator / Team Leader Organizes the work and makes sure that everybody does their part. Introduces group report.
Recorder/Reporter Takes notes and makes group report to class.
Resource Manager Takes charge of materials, including distribution and cleanup.
Monitor Keeps track of group processing including level of teamwork and use of learning strategies. Reports to class.
Cheerleader Encourages group members by making positive statements about their contributions.
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Figure 6 Cooperative Learning Roles. (Chamot 89)

Several activities can be done during the Practice phase in order for students to assimilate the new information and use it in different contexts. Examples of these activities can be using objects (manipulatives), drawing pictures, conducting an experiment, using the internet, and making maps, graphs, timelines, or charts.

Self-Evaluation

In this phase students determine the efficiency of their own learning efforts and of their learning strategies. Through self-evaluation students can check their level of understanding of a certain topic and also if there is anything that needs to be reviewed.

Self-evaluation activities can be done individually or cooperatively and they can be completed in class or as homework. Self-evaluation activities include checking answers individually, keeping a learning register, keeping a checklist on personal achievement, and most importantly discussing progress with the teacher.

Expansion

In the Expansion phase, students restructure their prior knowledge with new information, transfer knowledge and skills to new contexts, and apply what they have learned to their own reality. Expansion activities can also be done in class or as home assignments.

The purpose of expansions activities completed in the classroom is to consolidate students learning and considerate the knowledge that needs to be revised. Expansion activities for the classroom should involve the use of higher-order thinking skills and these can be discussion, questioning, and eliciting information.

Expansion activities to be completed at home are designed with the purpose of making students use the new knowledge and apply it to their everyday context. That is why these activities include talking to or interviewing family members and friends. These activities can be performed using the first language and then reporting to the class using the target language.

CALLA Instructional Sequence Guidelines

Theme/Topic _____ Grade/Language Level _____

Content Objectives:

Knowledge _____ Processes/Skills _____

State / TESOL Standard(s) _____

How Assessed? _____

Language Objectives:

Language awareness_____ Language use_____

State / TESOL Standard(s) _____

How Assessed? _____

Learning Strategies Objectives:

Metacognitive awareness_____

Strategies to Learn / Practice _____

State / TESOL Standard(s) _____

How Assessed? _____

Materials: _____

PROCEDURES

Preparation: How will I find out what my students already know about this content topic and what related prior experiences they have had? How will I find out what language skills and learning strategies they already know for this type of task? What vocabulary needs to be taught? What type of advanced organizer will give students a good overview of the lesson or unit?

Presentation: What is the best way to present this content so that students understand the concepts? What language skills will they use? What learning strategies do I need to model, explain, and/or remind them to use? How can I differentiate instruction so that each student understands what I present?

Practice:	What kinds of activities will help my students apply the new information? What language skills will they be practicing? How will they apply learning strategies during practice activities? How can I differentiate the practice activities so that each student learns from them?
Self-Evaluation:	What is the best way for my students to assess their own learning of content, language and learning strategies?
Expansion:	How can I connect the topic of this lesson to students' own lives, culture, and language? How does this topic connect to other content areas? How can parents become involved? How can I help students transfer what they have learned to new situations?

TEACHER ASSESSMENT

How will I find out what students know and are able to do as a result of this instruction? How will I know if students have met the objectives of this lesson or unit?

Figure 7 CALLA Instructional Sequence Guidelines. (Chamot 93)

CALLA INSTRUCTION: TEACHING ENGLISH LANGUAGE ARTS

The English Language Arts area includes the study of literature, composition and language. Each of the components fosters the development of the other. Students learn to write accurately when they read a lot, and they become better readers when they have extensive writing practice. The study of language allows students to use its skills of spelling, vocabulary and grammar to communicate in an appropriate manner either in written or oral texts.

Reading poems, stories, or describing characters in a novel can be activities that will make students read and also use oral language. Exploring ideas through discussion, verbalizing writing plans, and developing those plans in written form help students practicing their oral and written skills.

The Reading Process

Currently**,** the reading process emphasizes the development of comprehension and the factors that allow it or not.

> Reading is understood as an interactive process in which a reader interacts with the text by using what her or she already knows to assist comprehension. This reading comprehension model involves both top-down processing in which the reader uses knowledge of the world to interpret a text and bottom-down processing in which he or she uses decoding skills to repair comprehension difficulties. (Chamot 167)

There are four factors that facilitate the process of reading comprehension which are: the reader's relevant prior knowledge, the text structure, the reader's processing strategies, and the reader's response to the text.

- **Prior Knowledge:** The reader's prior knowledge is organized into frameworks of ideas which are developed inside the cultural and linguistic context of the individual and which represent the individual's knowledge of the world according to his or her experiences. These frameworks facilitate listening and reading comprehension.

- **Text Structure:** The way in which a text is structured influences the degree to which the reader can comprehend it. All texts have an organizational structure and a surface structure of words in sentences. There are texts that are easier to understand because they have characteristics of a specific area, or because they describe a series of events in a chronological order.

- **Processing Strategies:** Readers who know their own learning processes and can monitor their actions while reading are better readers than those who just complete the task of decoding words. Good readers use strategies to foster

comprehension as they are reading; for instance, they check their level of understanding while reading and if they realize they do not understand they will use other type of strategies as recalling background knowledge or making inferences.

- **The reader's response to the text:** The reader's response is an essential element in the interaction between the reader and the text because it shows how a text can influence the values and attitudes of the reader. The reader's response can change and be reformulated when reading a text for several times because each time the reader can find new aspects to consider.

The Writing Process

Extensive writing research has been carried out, which has identified the importance of the process involved in writing.

Process writing emphasizes in the communication of meaning rather than in importance of correct form which is usually taken into consideration at the end of the process. Through process writing students are able to use writing functionally which means that they write with the purpose of communicate with a specific audience.

The writing process involves all the activities a writer does, from choosing a topic to publishing a final draft. It allows the writer to move back and forth between its four phases of: (1) prewriting, (2) writing, (3) revising, and (4) editing.

"Even though stages of writing are mentioned, writing is actually a cyclical process, which means that at any point the writer may loop in and out of other stages" (Flachmann, Wilson and Mackey 8)

PREWRITING

1. Thinking
2. Planning

Figure 8 Overlapping of the stages of the writing process. (Flachmann, Wilson and Mackey 8)

1. Prewriting

Prewriting refers to activities that assist the writer explore a general subject, generate ideas about that subject, select a specific topic that will narrow enough to be able to write about it, establish a purpose, and learn about who the reader is as much as possible. Prewriting involves the use of two metacognitive learning strategies, thinking and planning.

Thinking means analyzing the topic and letting the mind generate ideas freely without thinking in structure, grammar, or punctuation. Activities that can be done during the prewriting stage to stimulate the generation of ideas are: reading, freewriting, brainstorming, clustering, questioning and discussing.

Planning involves taking decisions about the topic, audience, and purpose before start writing. Planning is done with the purpose of making the job of writing easier and less stressful. Three questions can help through the planning phase: What is your subject (person, event, object, idea)? What is your purpose? , Who is your audience?

2. Writing

After the writer has generated some ideas to work with, he or she can start writing. Writing requires expanding the original ideas, organizing thoughts and writing a first draft. In this stage, it is necessary to go back to the prewriting activities in order to connect them logically to develop a coherent essay. At this point, grammar and spelling are not important because grammatical and mechanical errors can be corrected after.

As written on figure 8, the stage of writing has four steps: writing a thesis statement, developing body paragraphs, organizing the essay, and writing the introduction, conclusion, and the title.

A thesis statement is the controlling idea of an essay. It is the main point that all other sentences relate to. Like a high-powered telescope, the thesis statement zooms in, on the specific topic that will be discussed in the body of the essay. A thesis statement is usually found in the first paragraph of an essay. It works best in the last sentence of the opening paragraph. Ending the introduction with the thesis statement lets the writer use the beginning of the paragraph to capture

the reader´s interest or give background information. A thesis statement has two parts: a topic and the opinion the writer holds on that topic.

The body paragraphs explain and support the thesis statement. Each body paragraph covers one major idea of the thesis statement. They consist of a topic sentence and concrete details that support that topic sentence.

To organize an essay, it is necessary to consider the purpose of it and the way each body paragraph serves that purpose. Body paragraphs and supporting details within each paragraph should be arranged in a logical manner to achieve that purpose. There are five ways to organize body paragraphs: (1) From general to particular, (2) From particular to general, (3) Chronologically (by time), (4) Spatially (by physical order), and (5) From one extreme to another.

The introduction of the essay – the first paragraph – should both introduce the subject and stimulate the audience's interest. The introduction of an essay captures the readers' interest, supplies necessary background information, and presents the thesis statement. This paragraph essentially tells readers what the essay is going to cover without going into detail or discussing specifics.

The concluding paragraph is the final paragraph of an essay. It completes it, giving readers a sense of closure. That is readers feel that all the loose ends are wrapped up and the point of the essay is clear. **A title** is a phrase that gives a hint about the subject, purpose, or focus of what is to follow. Besides suggesting an essay's purpose, a good title catches an audience's attention or "hooks" readers so that they want to read more. (Flachmann, Wilson and Mackey 20-51)

3. Revising

Revising is actually rethinking the content and organization so the words say what the writer exactly means. Revising makes the piece of writing stronger and better. When revising a text, the main objective is to make sure the purpose of the essay is clear and it is addressed to the chosen audience. Also, that the main ideas of the paragraphs are supported with enough details, and that the entire essay is organized logically and coherently.

Revising involves checking **the thesis statement**; **the basic elements** (title, introduction, body paragraphs, and conclusion); **the development** in which it is necessary to revise if the body paragraphs support the thesis statement, if each body paragraph has a focused topic sentence, if each body paragraph contains specific details that support the topic sentence, and if those details are enough to explain the topic sentence; **the unity** of the essay which means that the topic sentences should be closely related to the thesis statement; **the organization**; and **the coherence** to verify if paragraphs and sentences move logically from one to the next.

4. Editing

After revising it is necessary to read carefully the essay again looking for errors in grammar, spelling, punctuation, and mechanics. Editing's objective is to clean up the draft to make the writing clear, accurate and effective. Editing is the last stage of the writing process; however, as aforementioned stages do not necessarily occur in an established order.

The editing process can be divided in three categories: sentences; punctuation and mechanics; and word choice and spelling.

EDITING CHECKLIST

SENTENCES

- Does each sentence have a main subject and verb?

- Do all subjects and verbs agree?
- Do all pronouns agree with their nouns?
- Are modifiers as close as possible to the words they modify?

PUNCTUATION AND MECHANICS

- Are sentences punctuated correctly?
- Are words capitalized properly?

WORD CHOICE AND SPELLING

- Are words used correctly?
- Are words spelled correctly?

Figure 9 Editing checklist (Flachmann, Wilson and Mackey 80)

CALLA EVALUATION

How to Evaluate CALLA instruction?

In the same way students develop awareness of their learning strategies, identify and reflect on them and begin introducing and practicing new strategies, teachers should also develop awareness of their teaching strategies; analyze their current teaching approach and include new teaching strategies; and to practice those new teaching strategies to integrate them to the used approach.

The CALLA method proposes three suggestions in which teachers can develop and improve the process of teaching with CALLA instruction. The first suggestion is that teachers have to analyze their current instructional strategies, second is that they should set up short-term and long-term goals, and third is that there should be peer coaching.

Analyzing Current Instructional Strategies

To see ourselves as our students see us requires a minimum of technology and a maximum of self-analysis. The technology is either a videotape or an audiotape of a recently taught lesson.

A checklist can be used or adapted to analyze instructional strategies. This checklist can help teachers identify areas of strength and weakness. (Chamot 94)

Instructional Strategies Checklist			
How comprehensible is my speech?	**Usually**	**Sometimes**	**Rarely**
1. My enunciation is clear, with little slurring.			
2. My pace of speaking is neither too fast nor too narrow.			
3. My speaking voice is neither too loud nor too soft.			
4. My tone of voice is warm and engaged			
5. I explain new words and terms through definition and paraphrasing.			
6. I provide natural redundancy in my speech by providing more than one presentation or explanation of an idea.			
7. When necessary, I pause at phrase and sentence boundaries (not between words).			
8. I carefully avoid the use of culturally bound clichés and metaphors.			
How effectively do I present new information and provide feedback?			
9. I am knowledgeable about the topic.			
10. I am interested in the topic.			
11. I organize my presentation of the topic in a clear and logical way.			
12. I explain the new information as many times and in as many different ways as my students need.			
13. I provide visual and auditory context during my lesson presentation.			
14. I differentiate instruction so that all students can learn.			
15. When the focus is communication, I respond to the meaning my students are trying to express rather than correctness of form.			
16. I maintain a positive affective climate when providing corrective feedback.			
17. When the language focus is on accuracy, I ask students to monitor their use of specific forms.			
How adept are my classroom organization skills?			
18. During a whole group presentation or discussion, I hold the attention of almost all of the class.			

19. I give students meaningful tasks on which they have to work as pairs.			
20. I organize and monitor small groups for cooperative learning.			
21. I allow students to engage in self-directed learning.			
22. I keep students on task and can redirect their attention to the task when necessary.			
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Chart 3   Instructional Strategies Checklist. (Chamot 95)

Monitoring one's professional development

In planning for change, it is helpful to set realistic goals that can be achieved successfully rather than overly ambitious goals that have little likelihood of being met. The results of the recorded on the Instructional Strategies Checklist can be used to set short-term goals that the teacher believes would be the easiest to achieve.

When teachers seek to change their instructional approach, the process is generally marked by four stages in the journey from novice to expert CALLA teacher. These can be described as the intellectual stage, the trial-and-error stage, the polishing stage, and the sharing stage.

In the intellectual stage, teachers become intellectually convinced that CALLA will help their students more academically successful and that non-strategic students can learn to become strategic. In the trial-and-error stage, the teacher experiments with CALLA instruction in the classroom. Some ideas work, but others are not successful. During this difficult stage teachers need support and encouragement. In the polishing stage, teachers are ready to fine-tune the details of CALLA instruction. In the sharing stage, teachers are ready to share their approach to CALLA instruction with others. (Chamot 94,96)

CALLA Coaching

At this point teachers are eager to describe how they have implemented CALLA instruction and help other teachers incorporate CALLA techniques. It is necessary to work with a coaching partner to plan CALLA lessons, observe each other, and discuss the observations. (Chamot 96)

How to assess student progress in CALLA?

Assessing students' progress in CALLA is extremely important because by so doing teachers can evaluate whether students are meeting instructional goals. CALLA assessment is continuous which means that students are assessed at the beginning of the course and then they have periodical evaluations in order to adapt the teaching strategies to students' needs.

In CALLA classrooms, students are expected to use all language skills, communicate meaningful academic content, and use higher-order thinking skills; therefore, students' progress needs to be assessed using alternative methods that differ from the traditional ones. This alternative manner of assessment is imperative in CALLA because it is authentic and varied, it shows process as well as product, it is continuous, and it interacts with instruction.

When designing alternative assessment instruments it is necessary to bear in mind four basic procedures for the development of the instrument: **construction, administration, scoring, and interpretation.**

Several types of alternative assessment can be used. CALLA proposes six forms of alternative assessment which are: performance measures, text retelling, cloze

testing, holistic scoring of writing samples, teacher rating scales, and student self-rating scales.

For this research purpose, the alternative assessment of writing samples proposed on the CALLA handbook is going to be presented.

Writing samples can provide an assessment of English learners' written language proficiency and / or content subject achievement because they can be scored for both the content information presented and for the quality of expression. The purpose of this type of assessment is to evaluate students' ability to communicate clearly in writing. This is consistent with the process writing approach advocated in CALLA in which students plan, write drafts, revise, edit, and produce a final version of a written text. The purpose of the written sample assessment and its rubric should be explained clearly to students before they begin to write.

Guidelines for Obtaining a Written Sample

Construction: Have lined, blank sheets of paper ready for each student. Encourage students to cross out errors rather than erase them, as their edits may reveal information about their writing process.

Administration: If the purpose of the writing sample is to evaluate content knowledge, it is necessary to provide specific directions; however if the purpose is to assess students' ability to write they can choose from a variety of topics.

Scoring: Students writing samples can be rated with different scores in each of the following categories: organization, vocabulary and style, language usage, and mechanics.

Interpretation: A scoring rubric can be used to identify students' areas of strength and those that need improvement. (Chamot 118-120)

Since the main purpose of this research was to develop academic language proficiency in students, they were taught the process of writing as a way to develop academic vocabulary and learning strategies. During the course students were encouraged to write in a number of different genres such as describing, narrating, illustrating, analyzing a process, comparing and contrasting, dividing and classifying, defining, analyzing causes and effects and arguing.

The scoring rubric proposed on the CALLA handbook can be modified and used for each genre.

Scoring Rubric for Writing Samples			
Category	0= Below Standard/ Insufficient to evaluate	1= Approaches Standard	2= Meets Standard	3 = Exceeds Standard
Organization	Unrelated sentences or not enough to evaluate	Some related sentences; little sequencing or development	Main ideas(s) with some supporting details; some sequencing/ development	Main idea(s) with good supporting detail; clear sequencing / development
Vocabulary and style	Limited vocabulary, little descriptive language or not enough to evaluate	Uses non-specific vocabulary, some descriptive language	Uses appropriate vocabulary and descriptive language; some sense of voice and audience	Uses varied and appropriate vocabulary and descriptive language; clear sense of voice and audience
Language Usage	Uses present	Uses some past	Uses appropriate	Uses complex

	tense only; no mastery of verb forms, agreement, prepositions, word order; incomplete sentences or not enough to evaluate	and future tenses as well as present; frequent errors in verb forms, agreement, prepositions, word order; simple complete sentences	tenses consistently with some errors in verb forms, agreement, prepositions, word order; uses variety of sentence types	tenses with few errors in verb forms, agreement, prepositions, word order; uses variety of sentence types and appropriate transitions
Mechanics	Consistent errors in spelling, punctuation, capitalization, formatting or not enough to evaluate	Frequent errors in spelling, punctuation, capitalization, and formatting	Some errors in spelling, punctuation, capitalization, formatting	Few errors in spelling, punctuation, capitalization, formatting
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Chart 4 Scoring Rubric for Writing Samples (Chamot 119)

CHAPTER IV

DESIGN, PROCEDURES, AND RESULTS

PRESENTATION OF THE PROBLEM

Several reasons can cause problems in students' academic performance in University. The topic of this current research was language proficiency. The theory reviewed has demonstrated that there is a close connection between the lack of Cognitive/Academic Language Proficiency and the ability to perform in academic contexts when English is the means for instruction.

According to the literature review, the use of the Cognitive Academic Language Learning Approach has is helpful for improving academic performance. Therefore, applying the CALLA instructional method may hone Cognitive/Academic Language ability of any student with low academic achievement.

RESEARCH QUESTIONS

This study has been designed with the purpose of developing Cognitive / Academic Language Proficiency in second year students of International Studies at the "Universidad del Azuay" in order to help them improve their academic performance.

The research seeks to answer the following research questions:

- Will performance of second year students of International Studies improve by developing Cognitive Academic Language Proficiency?
- Will the use of a different teaching model help to develop Cognitive Academic Language Proficiency?

PARTICIPANTS

Students of the second year of the program of International Studies at the Universidad del Azuay were chosen to be the participants of this research. There were 32 students divided into two groups: Group A with 17 students and Group B with 15 students. Each group met three times a week for two-hour periods each day.

These students were selected because the researcher was assigned to instruct the subject of Advanced English Grammar to them, and also, because the students who enter the program of International Studies are proficient in everyday interacting with the teacher and classmates, but show a poor performance when academic language is involved in their written assignments or oral presentations.

This particular aspect clearly shows the relationship between low achievement students' Cognitive/Academic Language Proficiency and the grades they obtain in the English subjects of the program.

METHODS

With the purpose of applying a different teaching approach, a quasi-experimental research was carried out with the participants, which means that the study group technique was applied.

Data was collected from different sources such as: document revision, interviews, and tests. The document revision was done of students' admission exam and first year grades, second language learning theory, bilingualism theory and the CALLA instructional model theory.

A pretest and a post-test were designed in order to determine the level of Cognitive/Academic Language Proficiency, and interviews were prepared to evaluate how proficient students are in the language to maintain an informal conversation and a conversation that involves more specialized vocabulary.

MATERIALS

A variety of resources were used throughout the research. These resources allow the collection and analysis of data, and the instruction of the groups.

Informed Consent

"The voluntary consent of the human subject is absolutely essential." (Nuremberg Code)

Based on the first directive for human subject research, before starting with the study, the participants were informed of the details such as the reason why the investigation was going to be carried out, the purpose of the study, and particularly why they were chosen to be the participants. Additionally, they were informed that the study results would not affect their grades in the English subjects involved and that their names were going to be kept as confidential information at all times.

An informed consent form (see appendix A) was designed explaining everything in writing, emphasizing in the fact that each one of the participants had the right to decide to participate or not in the study and that they were free to withdraw their consent at any time during the research.

Students' files

Students' files were reviewed for the purpose of obtaining students' background information on results of admission exams, and performance in the English subjects taken during first year (Intermediate and Advanced English Grammar and Intermediate and Advanced Oral Expression, Reading and Writing) (See Appendix B).

This information helped to give a clear understanding of the students' English level and to consider it among other data as a starting point for the instruction.

At the end of the research, students' grades of the English subjects taken during the investigation period (Advanced English Composition and Advanced Oral communication skills) were also reviewed.

Interviews

In order to gain information about the participants' level of spoken English, the researcher carried out an interview with each one of them in which informal questions as well as questions that involved more academic vocabulary were used (see Appendix C).

There were two parts to the interview. The first part dealt with topics of everyday situations and descriptions of the city, and the second part was specifically about two subjects they were taking during the intervention semester; Advanced Oral Communication Skills which was taught in English, and Fundamental Legal Concepts taught in Spanish.

Pretest and Post test

A test was designed with the purpose of obtaining information about the participants' ability to write an essay (See Appendix D). This test was given to the participants before and after instruction.

The test evaluated four different aspects of a writing sample: organization, vocabulary and style, language use, and language mechanics as it is shown in the Scoring Rubric for Writing Samples (see chart 4, page 64-65).

Course book and book's web site

The book that was used to teach Advanced English Composition to second year students of International Studies is "MOSAICS, Focusing on Essays." It focuses on teaching students how to write effective essays.

The main objective of the book is to make students understand writing as process than involves thinking and processing information. It takes learners systematically from personal to academic writing. It seeks to prepare students for success throughout the curriculum.

The book is divided in four parts: (1) The Writing Process, (2) Writing Effective Essays, (3) The Essay with Sources, and (4) The Handbook.

1. The Writing Process: It demonstrates the cyclical nature of the writing process. It starts explaining how to get ready to write and then it develops the stages of the process.
2. Writing Effective Essays: This part teaches students how to write essays by explaining the rhetorical modes as patterns of development.
3. The Essays with Sources: It systematically illustrates the details of writing a source paper.

4. The Handbook: It includes exercises that cover eight main categories: Sentences, Verbs, Pronouns, Modifiers, Punctuation, Mechanics, Effective Sentences, and Choosing the Right Word. (Flachmann, Wilson and Mackey)

Along with the book, the book's web site was used as an additional resource to work with the students. The web site offers chapter learning objectives which help learners organize concepts in a more accurate way.

Additionally, it has chapter quizzes, and essay questions that test students' critical thinking skills; these quizzes and questions can be forward to the instructor e-mail for grading. It also includes internet activities with dynamic web links that provide supplemental information and practice.

Lesson Plans

The lesson plans were designed based on the CALLA instructional model for teaching English Language Arts. They are organized according to the guidelines for planning for CALLA instruction.

First, in a CALLA lesson plan Content, Language, and Learning Strategy objectives are established. Second, the material needed for the lesson is detailed, and last, the activities organized into the five-phase instructional sequence consisting of Preparation, Presentation, Practice, Self-Evaluation, and Expansion are listed and explained.

PROCEDURES AND RESULTS

I began the project by talking to the "University of Azuay" rector, and the Director of the International Studies School to present them with the problem that I was analyzing and to propose the application of a teaching method that could improve this issue.

After obtaining the permission from both authorities, I discussed the project with the students letting them know why I was intending to do it and especially why they were chosen as the participants. In the second week of the new semester (September 20th to September 24th), I asked students to read and analyze the informed consent form; students who decided to participate had to hand in the signed and dated form by the end of the week. Fortunately, all students registered in the Advanced English Composition class decided to participate in the research study.

Once I was granted permission by both authorities and students I started obtaining preliminary data and analyzing it.

Admission and First Year Grades Analysis

Students' files were reviewed with the objective of knowing the grades students obtained in the admission exam before entering the program. Additionally, the grades students obtained in the English subjects of the first year (Advanced English Grammar and Advanced Oral Expression, Reading and Writing) were also checked.
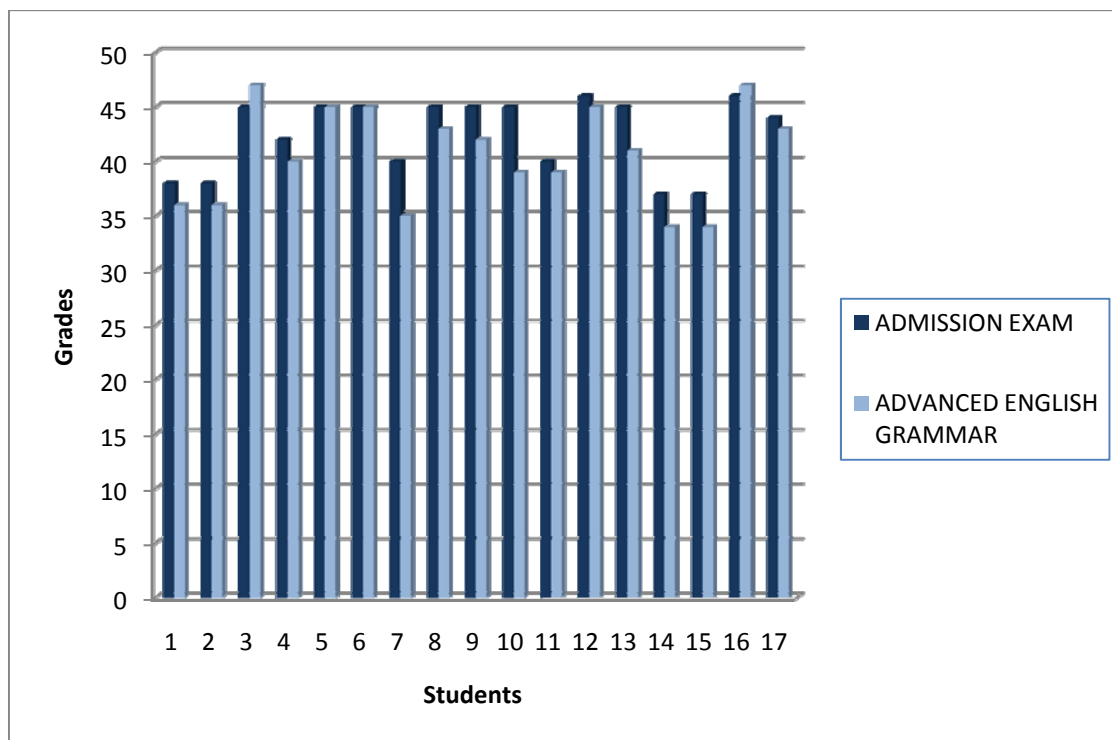
Both grades were compared to analyze students' performance during the first year of academic instruction.
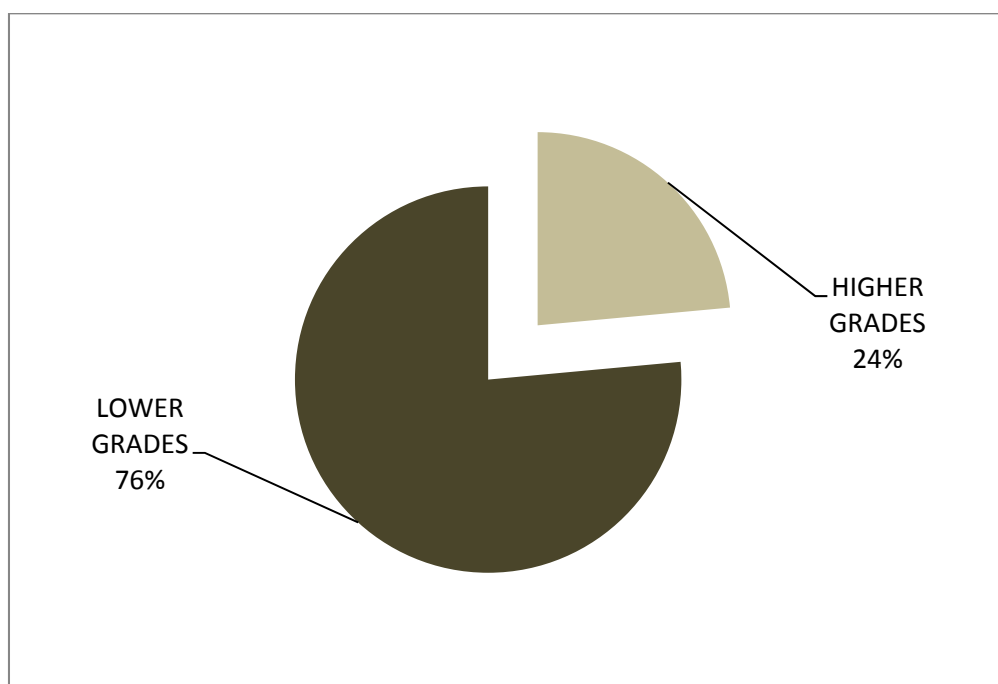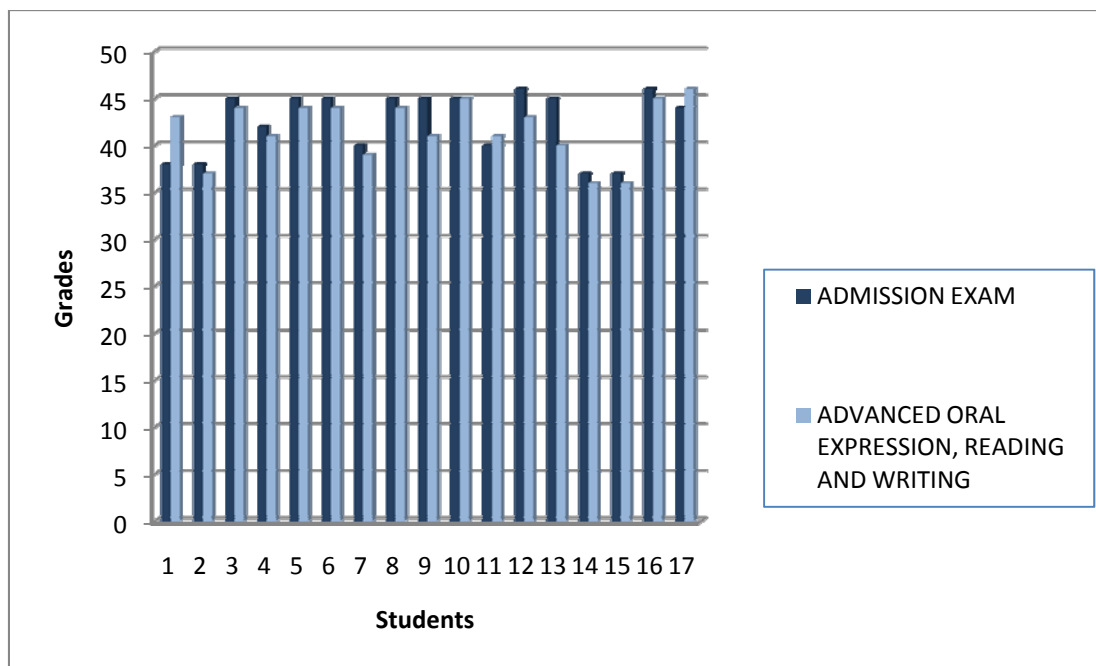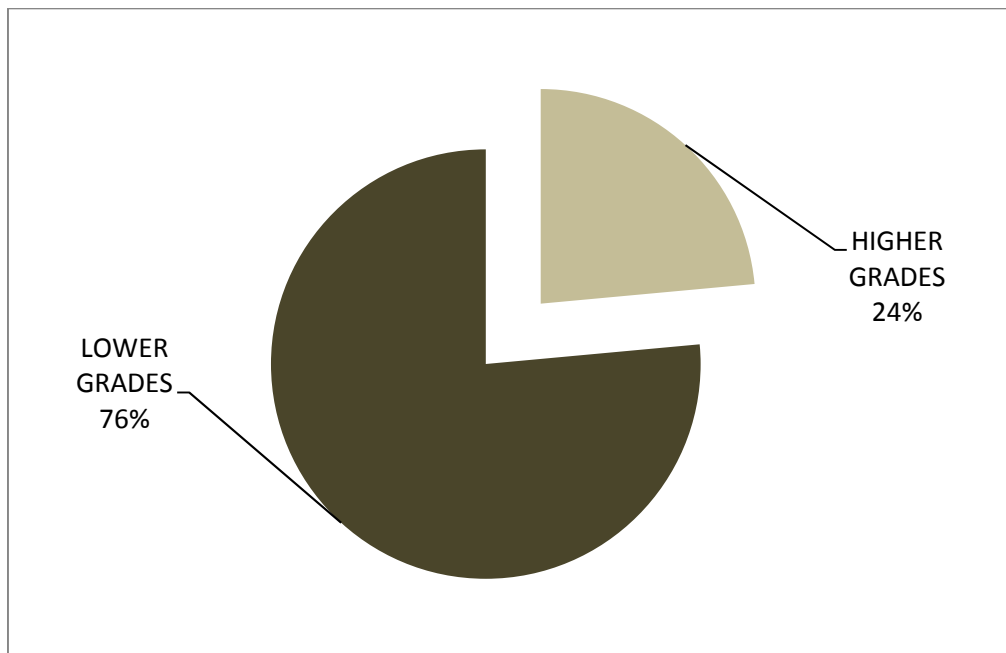
GROUP A

Graphic 1 Admission exam vs. Advanced English Grammar grades

Graphic 2 Lower and higher grades than the admission exam: Advanced English
Grammar

Graphic 3 Admission exam vs. Advanced Oral Expression Reading and Writing grades

Graphic 4 Lower and higher grades than the admission exam: Advanced Oral Expression, Reading and Writing

Analysis and Interpretation

As it can be seen in the graphics above, group "A" shows that a noticeable difference exists between the grades students got to enter the International Studies program and the grades they obtained in English content subjects at the end of the first year of University instruction.

It can also be observed that in both English subjects, only 24% of students were able to obtain a higher or equal grade as the one they got in the admission exam. This demonstrates that students have the necessary knowledge of the English Language in terms of simple structure and grammar, and, of course, the ability to speak the language to be able to pass the exam, but when they start facing academic tasks and need a different type of language they encounter several problems resulting in low performance.
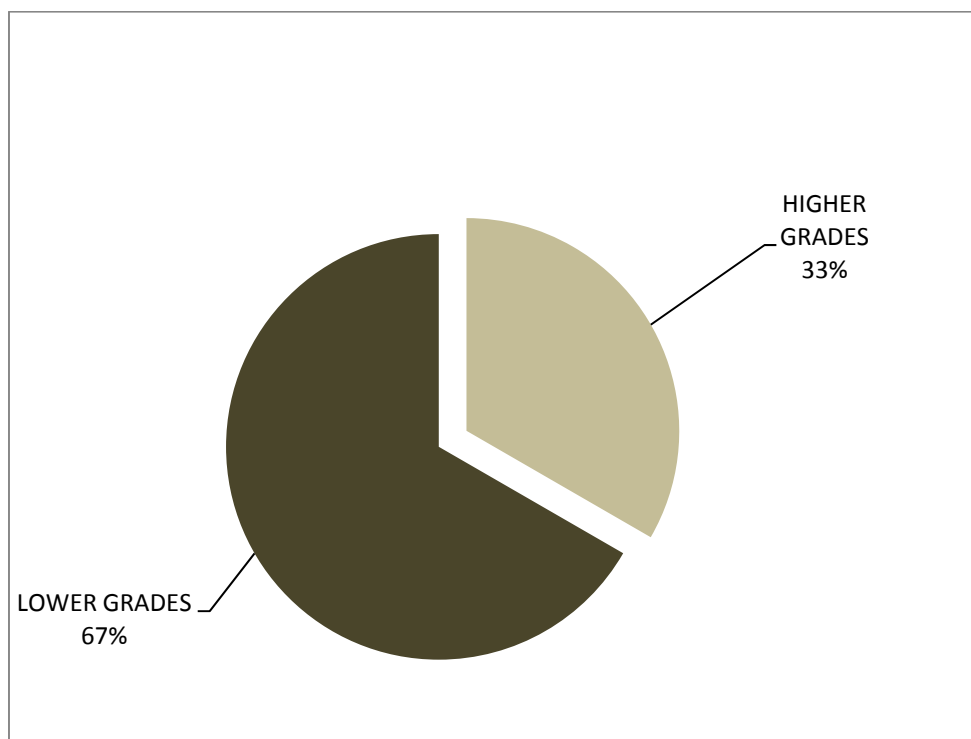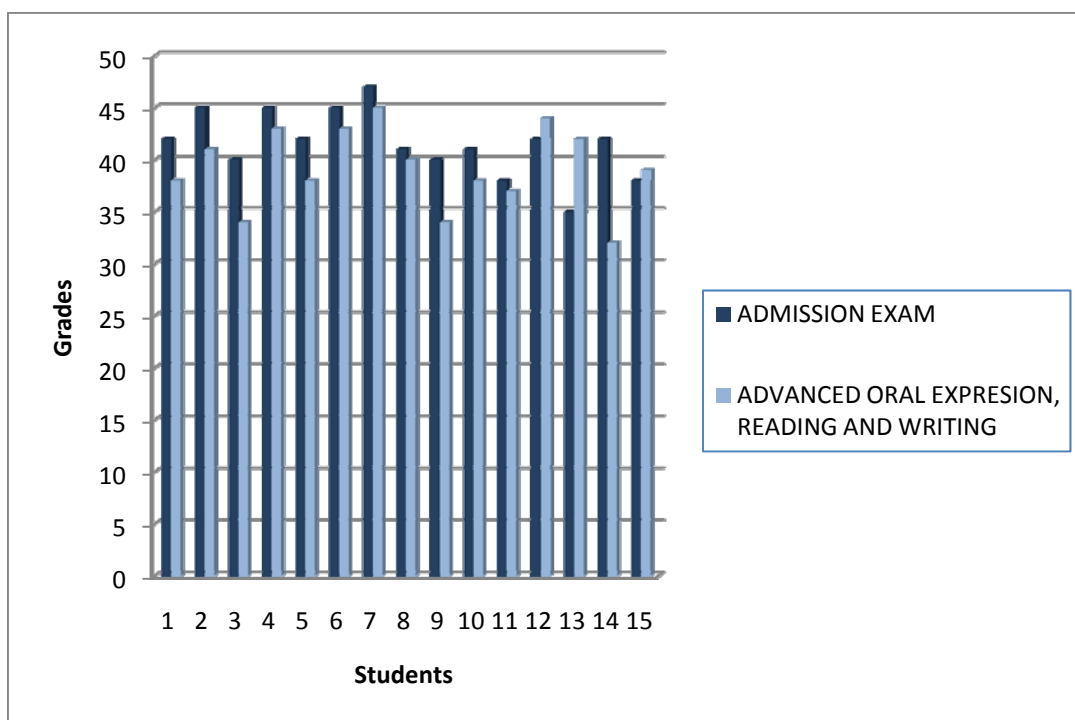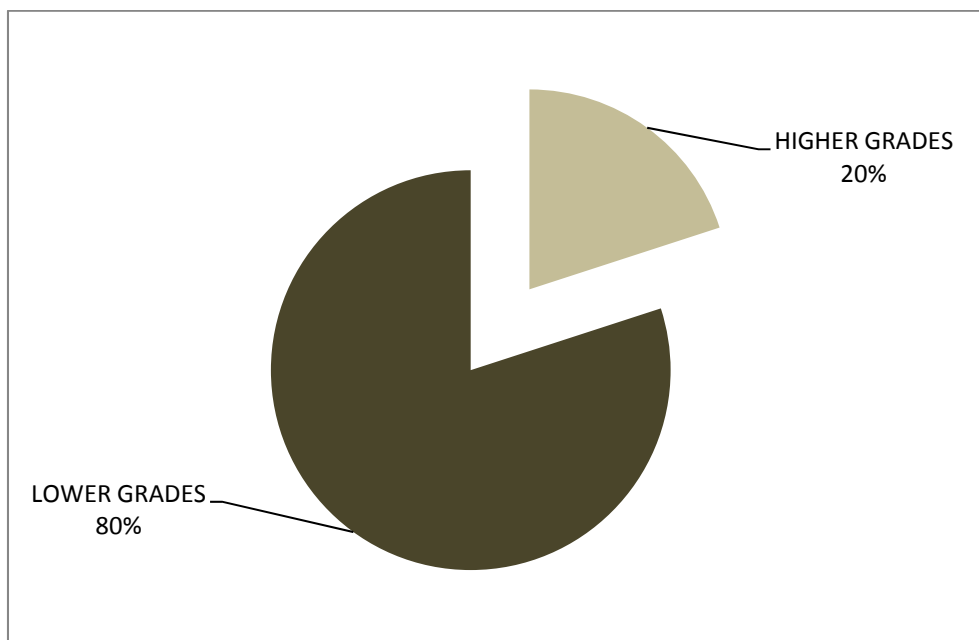
GROUP B
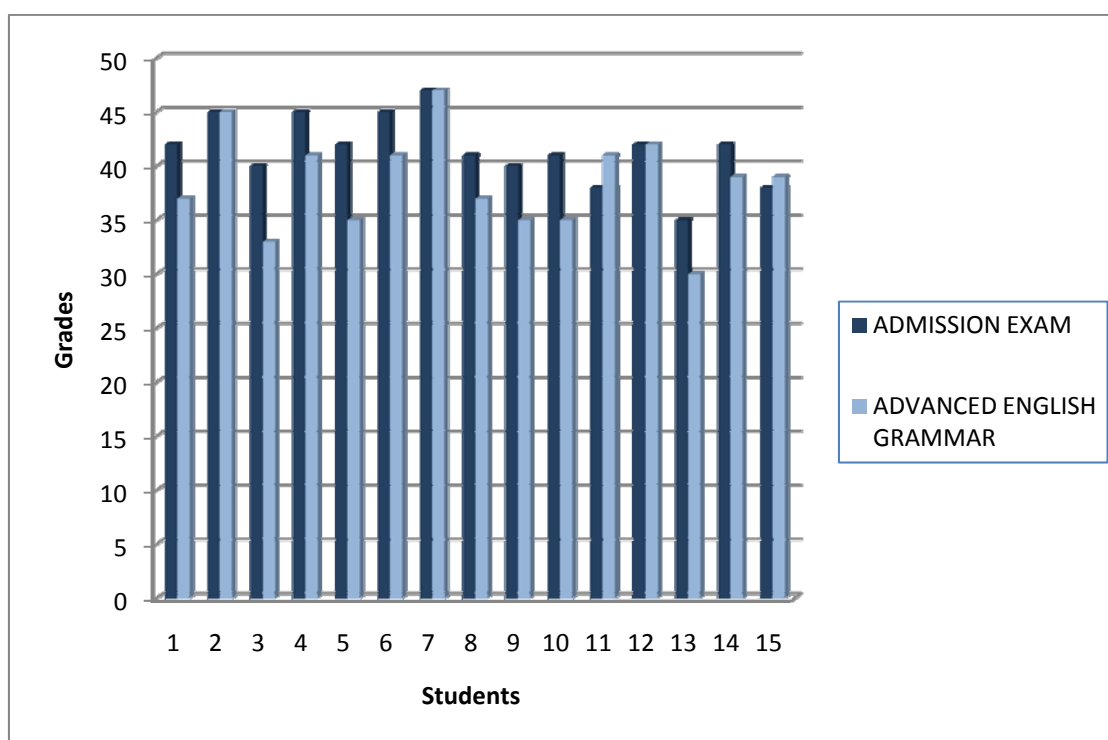
Graphic 5 Admission exam vs. Advanced English Grammar grades

Graphic 6 Lower and higher grades than the admission exam: Advanced English Grammar

Graphic 7 Admission exam vs. Advanced Oral Expression Reading and Writing grades

Graphic 8 Lower and higher grades than the admission exam: Advanced Oral Expression, Reading and Writing

Analysis and Interpretation

Similar to group A, group B also presents a difference between the grades obtained in the admission exam and the grades obtained in the first year subjects.

In the case of Advanced English Grammar, 33% of students were able to perform better than in the admission exam. On the other hand, in Advanced Oral Expression, Reading and Writing, only 20% of the group could get better grades.

The analysis of group B reveals the same aspects that were stated for group A.

DIAGNOSIS

After learning about the major difference between how students enter the program and how they finish the first year of academic instruction, it was necessary to carry out a diagnosis to identify specific problems in order to apply the instructional method according to the learners' level.

Two different techniques were applied in order to obtain the necessary data to study the actual situation of students' language and to adapt the instructional method to the real needs.

1. Interviews

Participants were asked to share an individual conversation with me; as it was aforementioned this exchange with the students had two parts (see appendix C).

The first part evaluated the students' ability to exchange everyday expressions by talking about daily activities and about the city of Cuenca, while the second part assessed students' capacity to explain concepts using more specific and specialized vocabulary.

A scoring rubric for speaking was used to rate the participants' interviews (see appendix C). After finishing all interviews, the rubrics were studied and the following results were obtained.

GROUP A
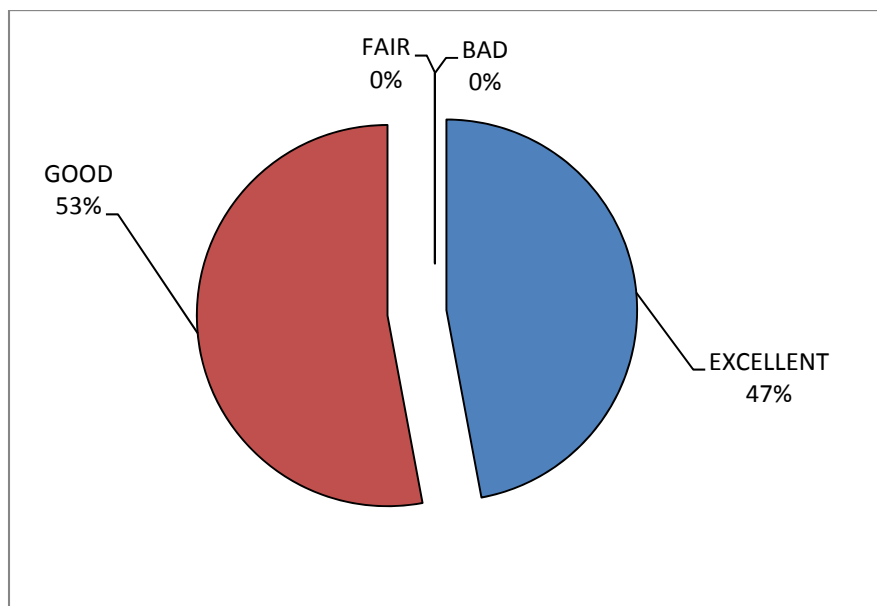
Graphic 9 Interviews Group A: Interpersonal Communication Skills

Graphic 10 Interviews Group A: Academic Communication Skills

Analysis and Interpretation

By analyzing the scoring rubric for speaking I could, as the graphic shows, demonstrate that when students participated in the first part of the conversation
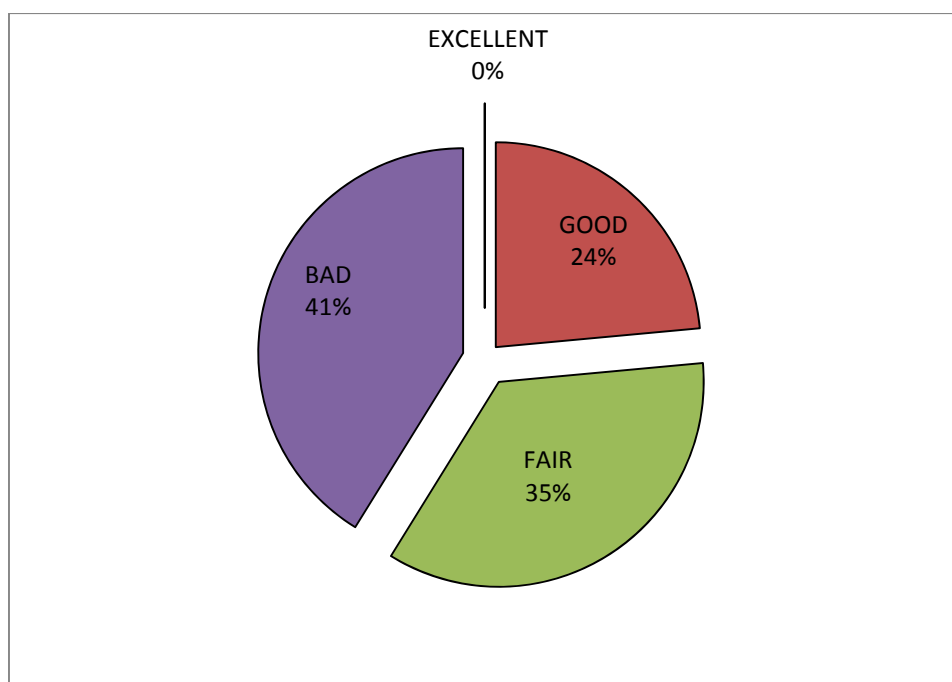
which involved the use of everyday language they were able to do it without any problem. Actually, 47% of the group had an excellent interview and 53% a good one.

On the contrary, in the part of the interview where the use of academic communication skills was evaluated only 24% of the group had a good performance while 35% was fair and 41% could not achieve the task.

This data clearly shows that although the students of International studies have quite a good level of proficiency to participate in a conversation they lack of the skills and the necessary vocabulary to get involved in a dialogue or to understand a lecture that requires a good level of academic language proficiency.

GROUP B
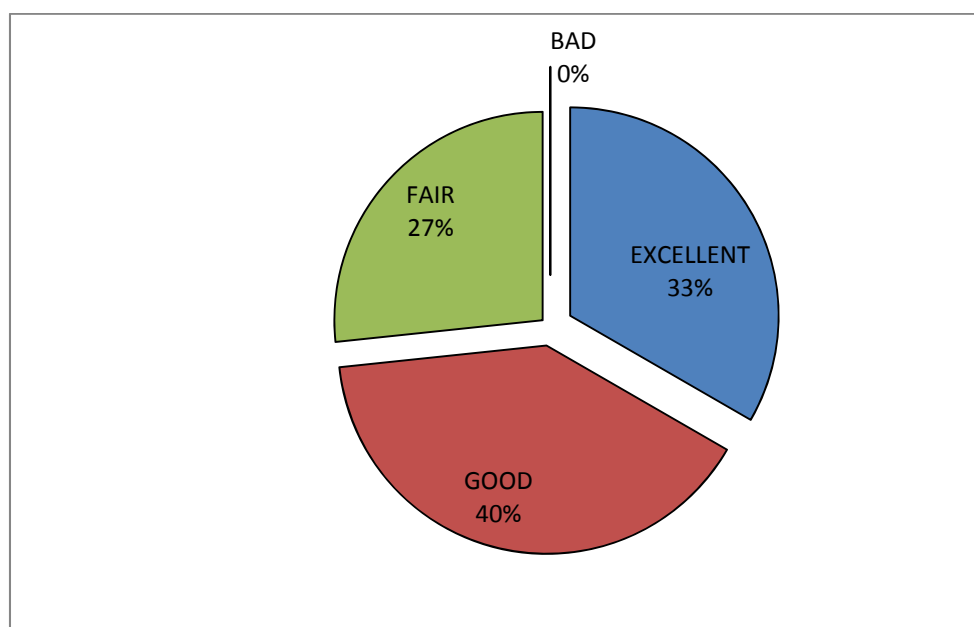
Graphic 11 Interviews Group B: Interpersonal Communication Skills

EXCELLENT
0%

GOOD
20%

BAD
53%

FAIR
27%
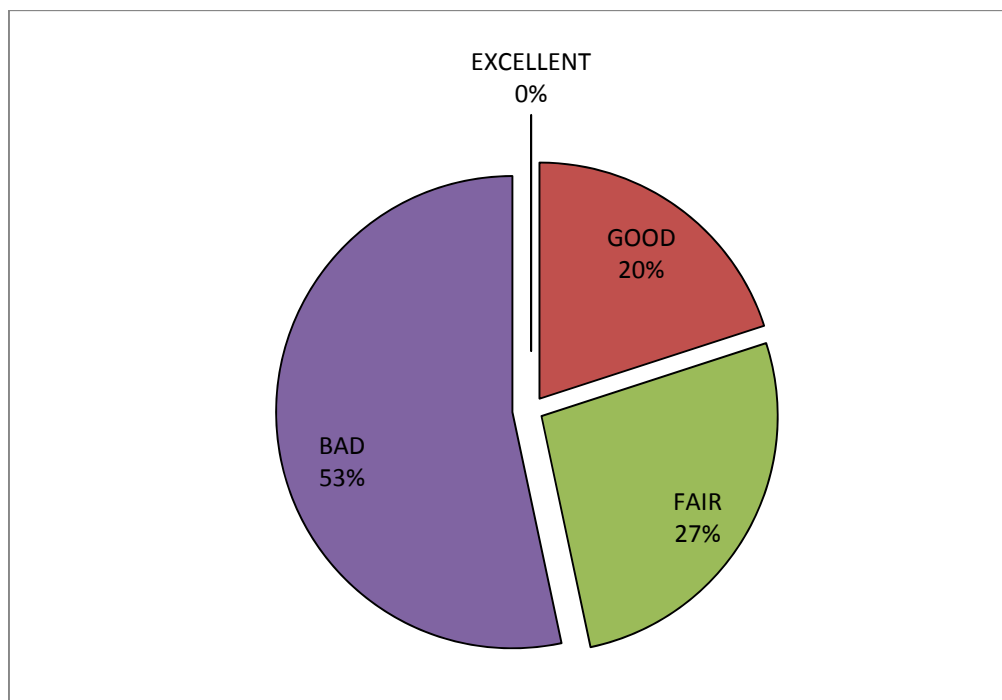
Graphic 12 Interviews Group B: Academic Communication Skills

Analysis and Interpretation

Based on the interviews and scoring rubrics of group B, it is clearly seen that this group of students have also the ability to communicate using basic interpersonal communication skills. As shown in the graphic, 33% of the group had an excellent interview, 40% a good one and 27% performed fairly.

In regards to the use of Cognitive/Academic Language Skills, it is notorious that students have difficulties. To confirm this, it can be observed in graphic 12 that 50% of the students were not able to perform in this part of the conversation, 27% did it somewhat, and only 20% did it well. It is noteworthy that none of the students could carry out an excellent dialogue involving academic language.

2. Pre-test

A second part of the diagnostic process was assessing students through a test pre- instruction. Since the subject to be instructed during the intervention period was Advanced English Composition, students were asked to write an essay about a given topic (see appendix D).

The instructions included the number of words they had to write as well as the time allowed to finish the writing assignments. Before starting the test, students had knowledge of how their essays were going to be assessed.

Participants were graded over three points according to the Scoring Rubric for Writing Examples proposed in Chapter 3 (see chart 4, page 64-65).

The participants, divided in group A and B, as already stated, obtained the following grades.

GROUP A

Student	PRE-TEST	PERCENTAGE
1	1,3	42%
2	1,5	50%
3	2,2	73%
4	2,0	67%
5	1,5	50%
6	1,8	58%
7	1,0	33%
8	1,0	33%
9	1,2	40%
10	1,2	40%
11	1,5	50%
12	2,7	90%
13	2,0	67%
14	1,2	40%
15	1,2	40%

16	2,7	90%
17	1,5	50%

Table 1 Pre-test: group A grades and percentages
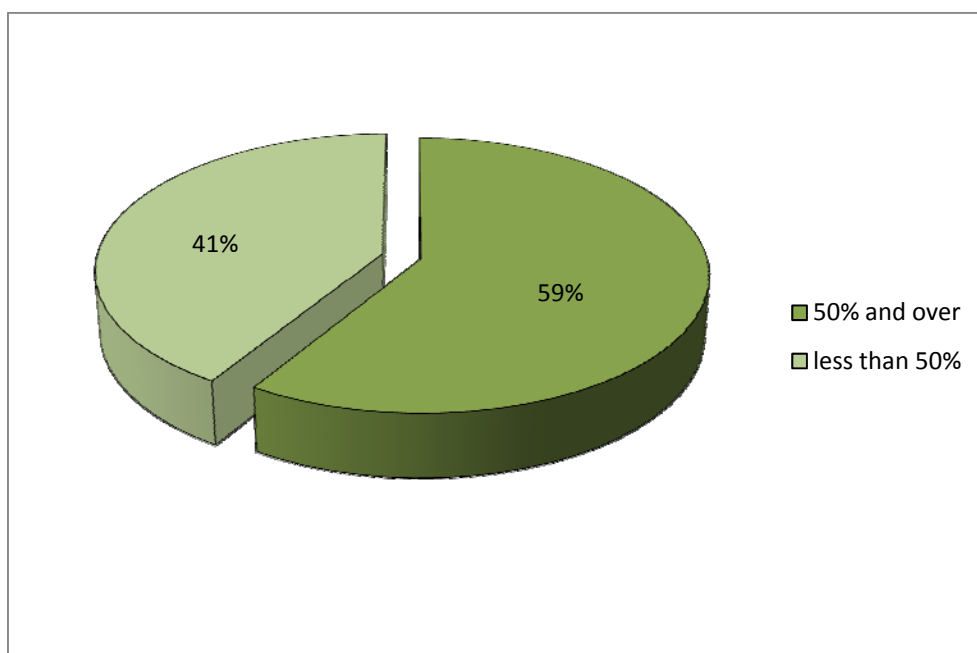
Graphic 13 Percentage of students who obtained more and less of 50% in the pre-test (Group A)

GROUP B

Student	PRE-TEST	PERCENTAGE
1	1,2	40%
2	1,5	50%
3	1,0	33%
4	0,7	23%
5	1,0	33%
6	1,7	57%
7	2,0	67%
8	1,0	33%
9	1,2	40%
10	1,0	33%
11	0,7	23%
12	2,0	67%

13	1,7	57%
14	1,0	33%
15	1,5	50%

Table 2 Pre-test: group B grades and percentages
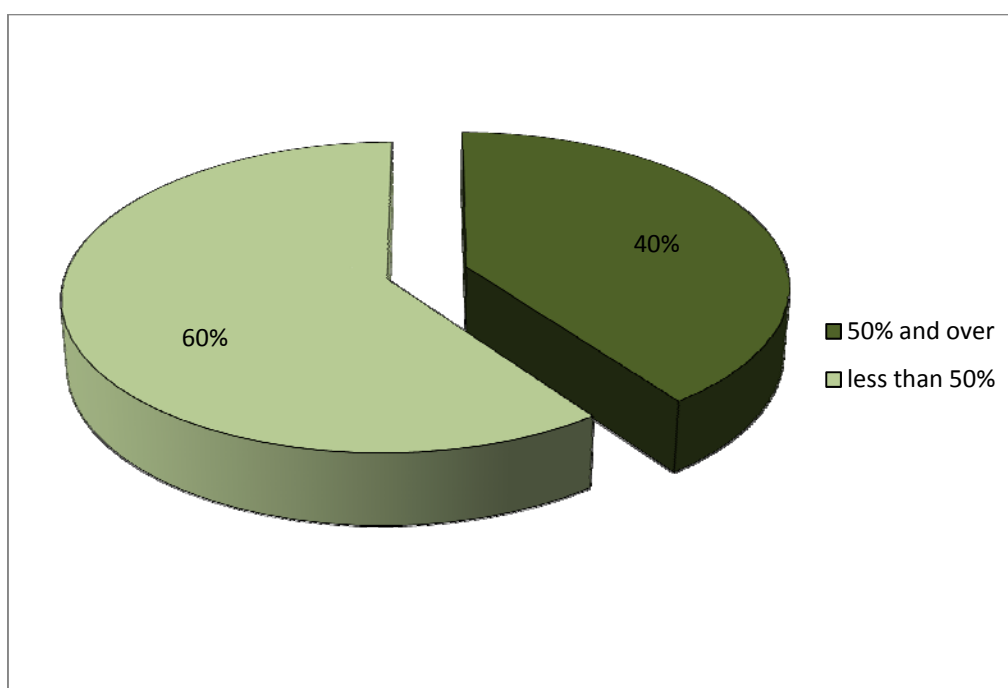
Graphic 14 Percentage of students who obtained more and less of 50% in the pre-test (Group B)

Analysis and Interpretation

The above table shows the individual grades students obtained in the pre-test; it can be easily observed in the table that none of the students got the maximum grade of three points neither in group A nor in group B.

If we refer to the previous graphic which show an analysis in terms of percentages regarding students who got 50% of the total grade or more and students who got less than 50% of the grade.

For group A, it is obviously seen than 59% of the participants reached 50% of the grade or more, and that 41% of the group obtained less than 50% of the grade.

For group B, things worked a little differently because as represented through the graphic, 40% of the students obtained 50% of the grade or more, and 60% of the group obtained less than 50% percent of the grade.

After grading the tests and analyzing the scoring rubric, I realized that the learners needed to practice and reinforce all of the aspects that were evaluated. These aspects were grouped in the following categories: organization, vocabulary and style, language use, and language mechanics

As it is shown in the tables above some students need to improve more than others, and each one of them has to get better in different aspects. As it is impossible to create a lesson plan per individual, lesson plans that address to as many types of learners as possible were developed to instruct students and help them improve their Cognitive/Academic Language Proficiency.

INSTRUCTION: LESSON PLANS BASED ON THE CALLA MODEL

Students were taught the subject of Advanced English Composition during the intervention time. To teach this subject the CALLA model was used as the instructional approach.

The instruction period consisted of 12 weeks during which the contents of the subject were developed. Since the syllabus at University was already established it was necessary to respect the contents of the subject – Advanced English Composition – and its main objective which was to teach students how to write essays identifying writing as a way of thinking and processing information.

In order to teach the contents, ten lesson plans were presented to students (see appendix E); each of them dealt with a topic of the subject: The writing process, Describing, Narrating, Illustrating, Analyzing a process, Comparing and Contrasting, Dividing and Classifying, Defining, Analyzing Causes and Effects, and Arguing.

The lessons plans were created based on the CALLA instructional model for teaching English language arts, and they used the book Mosaics, Focusing on Essays, as its main course material.

CALLA sample lesson plans for Advanced English Composition

Lesson Plan 9

Date: January 3, 2011

THEME/TOPIC: Analyzing Causes and Effects
LEVEL: Second year – International Studies

CONTENT OBJECTIVES

Knowledge:

To identify the features that a cause and effect essay should have.

Process/skills:

To analyze situations to identify causes and effects

To predict either the cause or the effects to complete the sentences

To organize ideas in a logical way to come up with a good essay

How assessed:

To demonstrate ability to analyze situations, predict, and organize ideas to be able to write a good cause and effect essay.

LANGUAGE OBJECTIVES

Language awareness:

To bring attention to the need for lexical variation

To increase the range of cause and effect phrases and topic related vocabulary

Target language: Cause and effect

so/ as a result/ are due to/the consequence of/ owing to/one effect of/ this is because/ as/ hence/ consequently/ the effect of/ consequent (levels)/ therefore/ (creates)/ as a result/ for this reason/ thus/ as a consequence

Lexical variation:

Population/(uninhabitable)/ overcrowding/ teeming with people/ inhabitants/ too dense a population/ over peopled/ crowded with people/ crawling with cars/ overpopulation/ epidemic of people/ most populous nation/ overcrowded

Language use: To develop vocabulary that is suitable for this type of essay writing

How assessed:

To use appropriate words, phrases and structures in the writing of an essay showing cause and effect. (Vocabulary extension worksheet)

LEARNING STRATEGY OBJECTIVES

Metacognitive Awareness:

To understand that different situations can be analyzed by cause and effect.

Strategies to learn and practice:

Use selective attention: to distinguish background knowledge

Cooperative work

Predicting

Monitor/ Identify problems

How assessed:

Prediction task

Analysis worksheet

MATERIALS (see appendix E)

1. Cards
2. Prediction task
3. Reorder following sentences
4. Analysis worksheet
5. Vocabulary extension worksheet
6. Homework sheet
7. Model essay – Answer Key
8. Course book

PREPARATION

1. Relate a story that has a cause and effect. Ask students to talk about their own experiences
2. As a warm-up exercise, give one card to each student. Tell students to search until they find their partner.
3. Tell the new pairs to then sit down and connect their sentences by introducing a phrase which expresses the relationship of cause and effect.
4. Pairs read out their sentences and the teacher marks up cause and effect phrases on the board as they come up.

PRESENTATION

1. Tell the class they are now going to read some sentences which use some different cause and effect phrases. They are taken from an essay entitled 'Describe some of the problems caused by overcrowding in modern cities'
2. Put "Prediction task" on the OHP and cover over all but the top unfinished sentence. Students guess the ending, shout out their answers and the nearest answer gets a point or a candy.
3. Ask students to use the "Reorder the following sentences worksheet" and complete the task. Explain that in writing such an essay you need to list a lot of

problems of a single cause so a lot of cause and effect phrases are needed. Also you would need a lot of words which function as an alternative to the topic word, in this case, 'overcrowding'.

4. Be available to help as the students work through the worksheet. Give out "Model essay – Answer Key" and allow students to check through it quickly before looking at it as a class

PRACTICE

1. Give students the "Analysis worksheet" to complete individually.
2. Be available to help as the students work through the worksheet.
3. Give out "Vocabulary extension worksheet" explaining that the words on the sheet come from other common essay themes, one of which they will write an essay on for homework. You could work through this as a class, answering questions about the slight differences in meaning.

SELF EVALUATION

1. Ask students to complete chapter quiz 16 on the book's website at home.
   www.pearsoned.ca/flachmann/mosaics
2. Ask students to send you the results.

EXPANSION

1. Give out "Homework sheet" for homework.
2. Students will choose one title out of three options to write a short cause and effect essay.

Lesson Plan 10

Date: January 10, 2011

THEME/TOPIC: Arguing essays

LEVEL: Second year – International Studies

CONTENT OBJECTIVES

Knowledge:

To learn how to persuade someone to take a certain action or fell a specific way

Process/skills:

To select several pieces of evidence, that, when used together will adequately support the argument of the essay.

How assessed:

To demonstrate ability to recognize evidence and to organize it according its importance

LANGUAGE OBJECTIVES

Language awareness:

To bring attention to the need for lexical variation
To increase the range of argumentative phrases and topic related vocabulary

Target language: Arguing

It has been argued that/so this argument goes/ it is claimed that/ however/ in fact/ moreover/contends that/ It is the contention of/ this position goes on to assert/ indeed/furthermore

Lexical variation:

acquaintace/male/boy/protector/friend/men/animals/masculinity/manhood/ hyper masculinity/ effeminized

Language use: To develop vocabulary that is suitable for this type of essay writing

How assessed:

To use appropriate words, phrases and structures in the writing of an arguing essay.

LEARNING STRATEGY OBJECTIVES

Metacognitive Awareness:

To organize selected evidence to establish and defend a point of view

Strategies to learn and practice:

Use selective attention: to distinguish evidence

Cooperative work

Monitor/ Identify problems

How assessed:

Group work: written evaluations of evidence

MATERIALS

1. Text: "A Call for Policies on Drinking" (Course book)
2. Text: "Let the boys be boys" by Robert Sibley (Course book)
3. Write-up of interview with family member, including questions and answers

PREPARATION

1. Students will also have completed interviews of a family member regarding a journey that she or he had taken or experienced.

2. As a warm-up activity students play the game "Can you convince me" in which the class is divided in groups and each group has to come up with a list of reasons to convince the teacher why they should win the prize.

PRESENTATION

1. Students read the text "A Call for Policies on Drinking" in their course book

2. Tell students that they will learn to read a text for pieces of evidence. The pieces of evidence work together to support an argument that they choose to make from giving information. This strategy saves time when forming an argument and the argument will be easier to support.

3. Teach students the steps of this strategy: 1.Select evidence from the passage that supports the writer's argument. 2. Consider the four questions (Do these pieces of evidence all say the same thing? Are any of them contradictory? Are they all interconnected? Can you easily support an argument from them? And 3 use evidence to support an argument.

4. As a group analyze and select evidence from the text "A Call for Policies on Drinking" on students' course book.

5. In pairs students start selecting evidence from the text "Let the boys be boys" on their course book and write down the evidence selected.

PRACTICE

1. Students will read the finding from the interviews they conducted with a family member
2. From the interview they will choose five pieces of evidence that they will use to support the argument they want to make about their journeys
3. Students will suggest an argument for their essays that will be supported by the chosen evidence

SELF EVALUATION

1. Ask students to complete chapter quiz 17 on the book's website at home.
   www.pearsoned.ca/flachmann/mosaics

2. Ask students to send you the results.

EXPANSION

1. As homework students will finish their arguing essay

RESEARCH EVALUATION

Post-test

After the twelve weeks of instruction, students were presented with the post-test (see appendix D) which was exact the same as the pre-test. The post-tests were graded using the same rubric and these were the results obtained.

GROUP A

Students	Post-test	Percentage
1	2,4	80%
2	2,4	80%
3	2,9	97%
4	3,0	100%
5	2,1	70%
6	2,9	97%
7	2,7	90%
8	2,3	77%
9	2,6	87%
10	2,4	80%
11	2,7	90%
12	3,0	100%
13	2,9	97%
14	2,6	87%
15	2,6	87%
16	3,0	100%
17	2,4	80%
Class Average	2,6	88%

GROUP B

Students	Post-test	Percentage
1	2.3	77%
2	2.7	90%
3	2.4	80%
4	2.3	77%
5	2.6	87%
6	2.4	80%
7	2.9	97%
8	2.3	77%
9	2.1	70%
10	2.7	90%
11	2.1	70%
12	2.9	97%
13	2.6	87%
14	2.4	80%
15	2.6	87%
Class Average	2.5	83%

Table 3 Post-test: group A and B grades and percentages

It can be clearly seen that in both groups, grades have indeed improved. It is worth mentioning that 100% of the students in both groups achieved 70% of the grade or more.

The class average grade for group A is 2.6 over 3, while the class average grade for group B is 2.5 over 3. Although group B average grade is lower than Group A's it has been established that both groups improved their performance.

Pre-test vs. Post-test

GROUP A
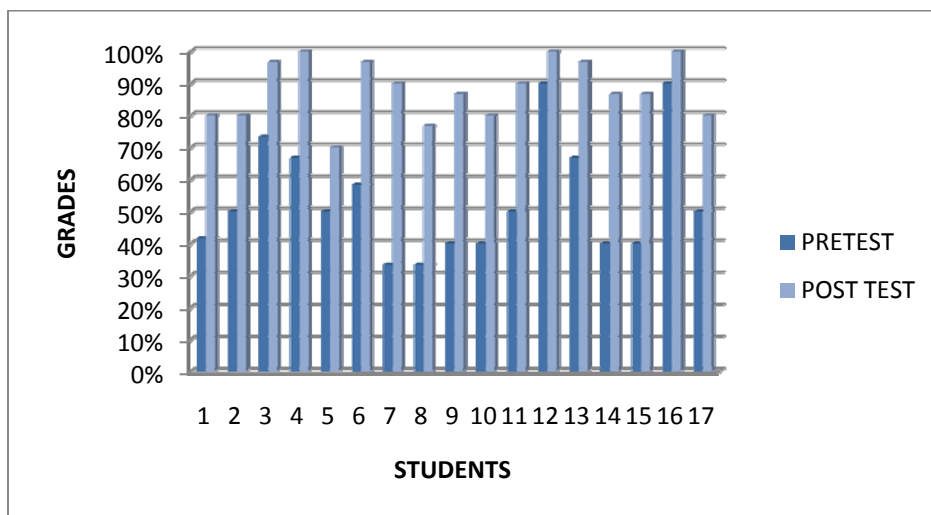
Graphic 15 Comparison: Pre-test vs. Post-test
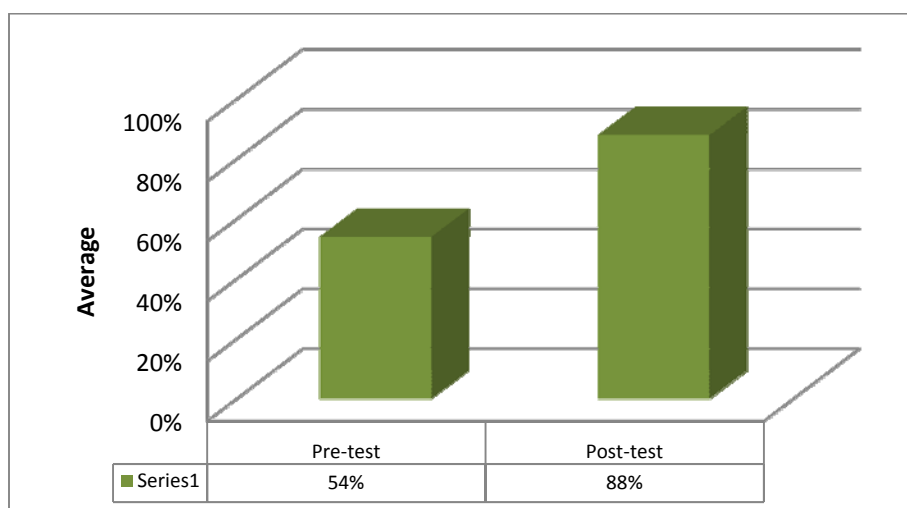
Graphic 16 Pre-test and Post-test class average

Analysis and Interpretation

The graphics above illustrate an important difference between the pre-test and the post-test. Graphic 15 shows this difference per student and graphic 16 points out the class average results.

In both graphics it is seen that students' performance has improved significantly compared to the results of the pre-test. The class average percentage of the pre-test was 54% and after receiving instruction it increased to 88%.

GROUP B
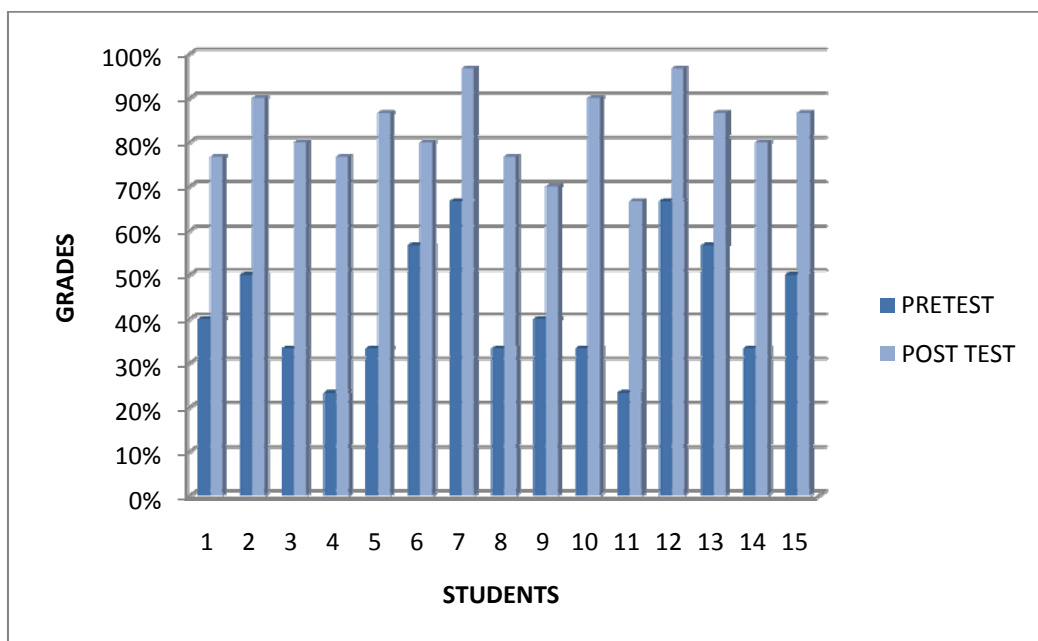
Graphic 17 Comparison: Pre-test vs. Post-test
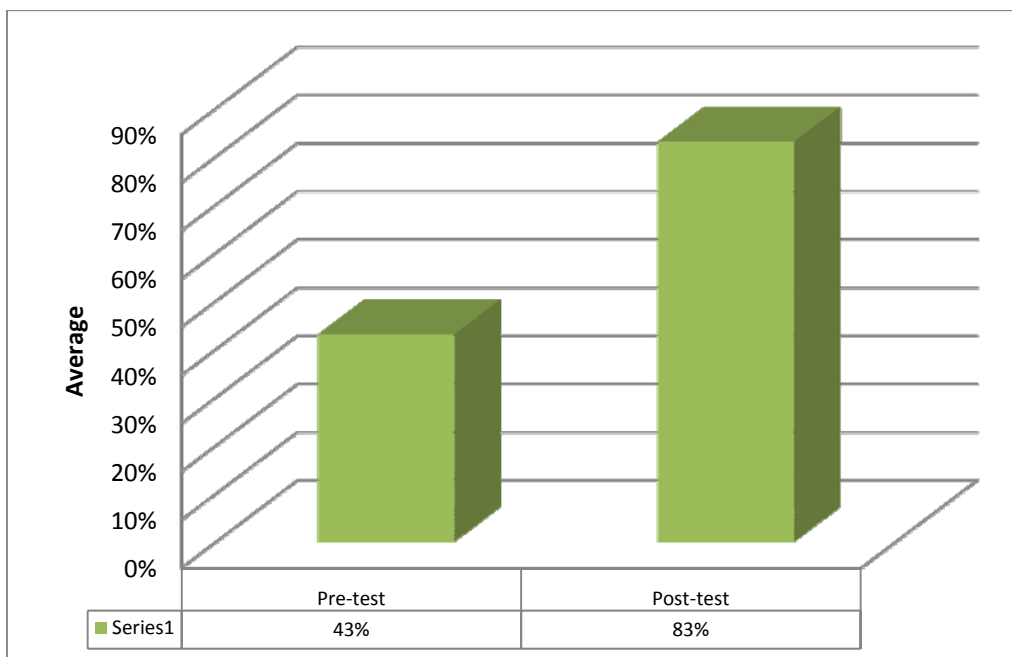
Graphic 18 Pre-test and Post-test class average

Analysis and Interpretation

As well as group A, group B was able to attain a significant improvement in their performance after the instruction period. It is clearly represented in the graphic that the class average in the pre-test was 43% and in the post-test 83%.

The results reveal that during the 12-week instruction period, students acquired the knowledge that allowed them to succeed in the post-test.

Second year grades vs. First year grades

To conclude with the research, a comparison between grades students obtained in English subjects during the first and second year was done.
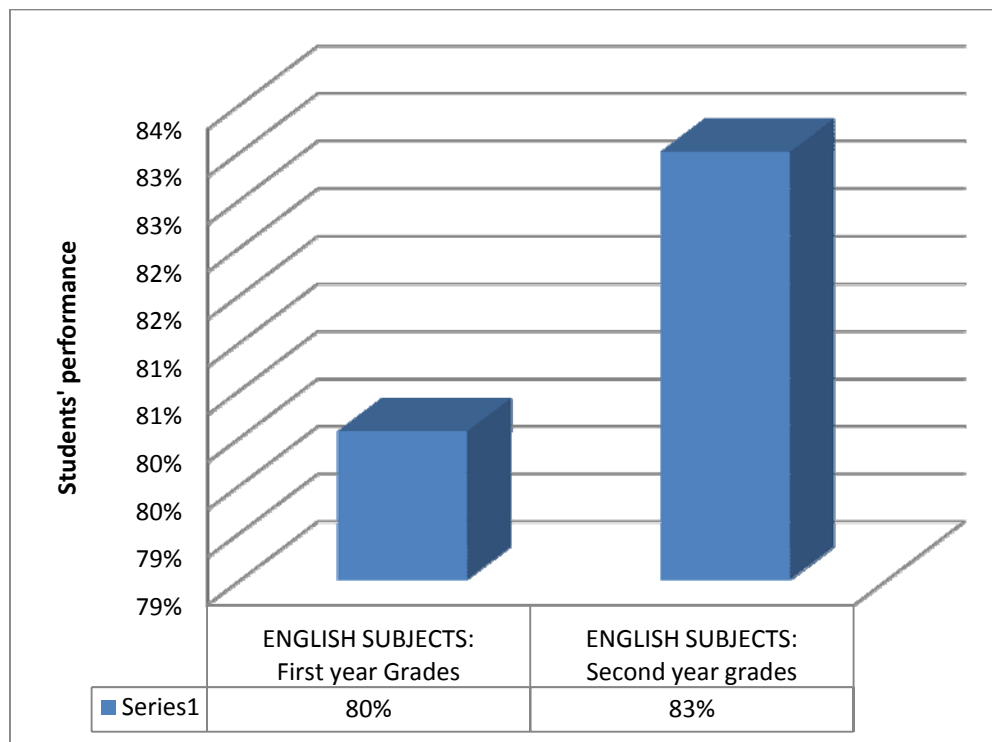
GROUP A

Graphic 19 English Subjects: First vs. Second year performance

GROUP B
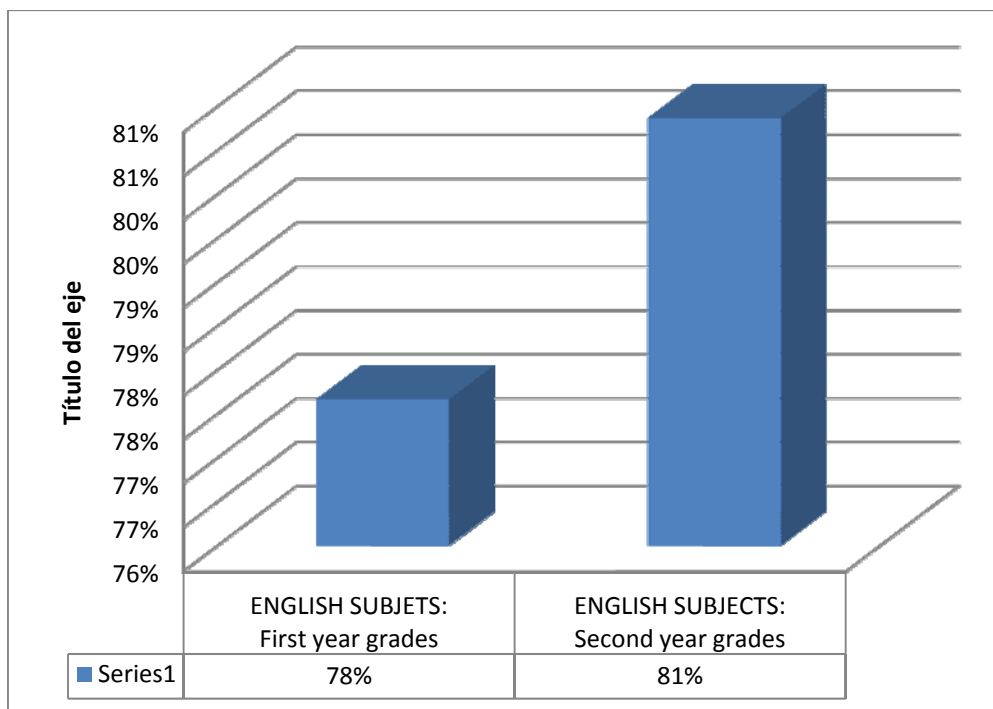
Graphic 20 English Subjects: First vs. Second year performance

Analysis and Interpretation

The graphics above reveal the improvement that both groups of students have had in their performance during the intervention semester compared to how they performed during the first year of university.

Although the increased percentage is not high, perhaps because of the short period of time, it encourages me to continue teaching using the proposed instructional method to help students improve even more.

DISCUSSION

According to what has been stated by several theorists at different times, there is a distinction between language that is used to accomplish conversational tasks where simple language is involved and where familiar expressions are exchanged, and language that is used to be able to perform properly in academic contexts which demand the use of more complex utterances and more specific lexis.

The results of the diagnosis part of the research help to prove the theory. The interview showed that individuals had the capacity to be part of an informal conversation without any problems, but when it turned to a more specialized conversation that demanded the use of different vocabulary they encountered difficulties.

The pre-test showed that not only the speaking part was a problem, but also the writing ability of the students was compromised by this lack of academic language proficiency. This supports the idea that students may have been getting low scores because of lack of instruction in academic language and not because of being deficient in learning a second language or in university instruction in general.

The findings of the research suggest that directed instruction during a 12-week period using an instructional program based on the CALLA was effective in improving students' academic performance. Many of the participants significantly enhanced their scores after little exposure to the instructional method that sought to improve Cognitive/Academic Language Proficiency. This may prove that language ability is a key factor in improving academic performance and achieving success in university instruction.

For both, teachers and students who use a second language to learn content subjects, it is imperative to be aware of the distinction that exists in language proficiency.   According to the results, it is essential to develop each one of the language proficiencies consciously and separately to be able to perform in different

situations and contexts. Basic communication skills can be developed with or without instruction and they are polished with everyday interactions and encounters; on the contrary cognitive/academic language needs to be learned and extensively practiced to be able to master it.

I feel the time was an impediment to attain better results; we worked twelve weeks with some interruptions because of holidays, and unexpected breaks which led to some contents being taught faster in a tight schedule. Therefore, I believe that taking advantage of this useful instructional method and working with students for a longer period of time may help them improve and even master their Cognitive/Academic Language Proficiency.

CHAPTER V

CONCLUSIONS

Students of the program of International Studies have demonstrated being at a high level of second language proficiency. They have the ability to express themselves in the language and also to understand everything they are told. However, working with them helped to corroborate the theories that consider the existence of a distinction between conversational and academic language ability, especially the distinction introduced by the linguist Jim Cummins.

The participants were capable of maintaining a conversation which demanded the use of simple and everyday language, but faced several difficulties when they were asked to participate in more challenging questions about academic matters.

It is important to mention that not only the spoken aspect was part of the research but also activities in which students were cognitively challenged. They were asked to perform writing tasks where higher order thinking skills, such as analysis and synthesis, were involved. As well as with spoken activities, students failed to complete these tasks.

To overcome the above mentioned problems it is necessary to help students move from cognitively undemanding communication, which they are capable to carry out, to cognitively demanding communication, which refers to a more complex use of the language. For this purpose, learners need to be cognitively challenged but with the necessary contextual and linguistic support in order for them to complete the given activities and thus start acquiring academic proficiency.

Achieving success in developing Cognitive Academic Language Proficiency (CALP) is a multifaceted task that not only demands a long period of time, but also special organization and programming; sequencing and distribution of coursework;

strategic timetabling; teacher expertise; and especially motivation from the teacher to the students and enthusiasm from the learners towards the training program.

CALLA is the instructional method used in this research to develop Cognitive Academic Language Proficiency in the learners. This instructional method was chosen among others for the instruction phase, because it was particularly developed to put into practice the theory that distinguishes BICS from CALP proposed by Dr. Cummins.

The field research matches the findings of the CALLA authors. Learners can significantly improve their performance and scores when they are instructed through a directed method that teaches them academic language.

The results indicate that a 12-week training program using lesson plans based on the CALLA model was effective in improving students' performance and scores which were compared to the ones obtained in the first year of instruction.

Although positive results were obtained, they are only a sample of what can be acquired if incorporating the CALLA model for longer period of time to the classes that use English as the means for instruction. The twelve-week program was too short to visualize all the benefits that a program of this kind can bring to students. The increased scores are result of an enormous work on the part of the learners and a significant commitment of instructional time and intentional planning on the part of the teacher.

As stated in the linguistic theory, it takes a five-to-seven-year time range to achieve a high level of academic proficiency when starting from beginner-level proficiency. Being the students of International Studies in a high-intermediate-level proficiency it may take them less to acquire and dominate the cognitive/academic components of the English language. Therefore, the CALLA instructional method could be easily applied to all levels of the program of International Studies and even to other University careers that use English as the language for instruction.

It is time for teachers, in this case for English teachers, to start noticing our students as individuals, and to become conscious of the problems that they have when learning a language different from their own, and even more when the language is used to learn a content subject.

It is time to stop blaming a "false" lack of interest and commitment from our students towards English instruction, and to start thinking the problem may be lack of ability to understand and to express responses in oral or written form, because they have not been prepared to do it.

It is our job to instruct our students to use the language we demand in their daily course performance, to guide students in the construction of their knowledge and to provide the necessary elements to challenge them to create their own understanding of the subject.

We, as teachers, are an essential part in the teaching/learning process; it is important to choose a suitable methodology to instruct our learners according to their needs, but it is most important to be present not only to transmit knowledge but also to encourage students to be convinced that they are able to perform any activity.

The times in which teachers were considered the main actor, the maximum power of the class and seen as the almighty individual who knew everything and who could not make any mistakes are over. Nowadays, the most important person in the class is the student, and that is why CALLA is a suitable method because one of its more important characteristics is that it is student-centered.

Now, teachers should bear in mind that the student is a more responsible manager of his/her own learning. Students have become true communicators who are engaged in the whole process. The teacher is a facilitator of the student's learning, a manager of the classroom activities, sometimes an advisor and sometimes a co-communicator. The teacher is the one in charge to create the most appropriate environment where he/she and his/her students are human beings who can learn

from each other. A good learning environment can lead students to acquire knowledge easily and to create critical thought and practical intelligence.

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APPENDICES

APPENDIX A

INFORMED CONSENT FORM

This communication comes as a request for you to participate in a research study that I am conducting for my Master's Degree at University of Cuenca.

My name is Tammy Fajardo, and I am developing a program to help you develop the writing and strategy skills that may help you to improve your grades.

After extensive research, I have found a method that can be applied during our classes in order to develop academic proficiency to help you write your assignments and understand the English lectures in a better way.

I´ve selected you for this research project for several reasons. One and the most important is that I have connection with you and the University as a teacher here. I have talked to Dr. Jaramillo, the University Rector, and Eco.Tonon, the school director, who have granted permission for me to make this request and ask for your voluntary decision to participate in this research.

All second year students will be involved in a pretest, in the instruction to improve performance in the English subjects, and in a post test. Instruction will happen during

regular classes. There will be some intervention classes in which some guest teachers will come to evaluate the method. I am also requesting permission to use the test result data that will be collected to evaluate the effectiveness of the method.

I will be collecting the tests results and coding them so that none of you will be personally identifiable in any materials that will be publicly printed or distributed. The choice to have your data used is completely voluntary and you may withdraw your permission to use the data at any time.

If you have specific questions about the thesis project, you may contact me at the Universidad del Azuay – Facultad de Ciencias Juridicas or to the email address: ftammy@uazuay.edu.ec

Please accept my most sincere appreciation for your participation with this thesis research. I believe that the project will benefit both you and future students at the program of International Studies of Universidad del Azuay.

Thank you for your participation.

_____
Name
_____
Signature   Date

APPENDIX B

STUDENTS' GRADES

ADMISSION EXAM

GROUP A

STUDENTS	ADMISSION EXAM /50
1	40
2	40
3	46
4	43
5	45
6	45

7	40
8	45
9	45
10	45
11	40
12	46
13	45
14	40
15	38
16	45
17	45

GROUP B

STUDENTS	ADMISSION EXAM /50
1	42
2	45
3	40
4	45
5	42
6	45
7	47
8	41

9	40
10	41
11	38
12	42
13	35
14	42
15	38

FIRST YEAR SUBJECTS

GROUP A

STUDENTS	ADVANCED ENGLISH GRAMMAR /50	ADVANCED ORAL EXPRESSION, READING AND WRITING /50
1	36	43
2	36	37
3	47	44
4	40	41

5	45	44
6	45	44
7	35	39
8	43	44
9	42	41
10	39	45
11	39	41
12	45	43
13	41	40
14	34	36
15	34	36
16	47	47
17	43	46

GROUP B

STUDENTS	ADVANCED ENGLISH GRAMMAR /50	ADVANCED ORAL EXPRESION, READING AND WRITING /50
1	37	38
2	45	41
3	33	34

4	41	43
5	35	38
6	41	43
7	47	45
8	37	40
9	35	34
10	35	38
11	41	37
12	42	44
13	30	42
14	39	32
15	39	39

APPENDIX C
INTERVIEW

Good Morning (*name of student*); how are you today?

Thank you for letting me speak with you for a few minutes. I just want to have a brief conversation with you about different topics such as your activities, life in Cuenca and something about the subjects you are taking in this new semester.

QUESTIONS

PART I – Interpersonal Communication Skills

Let's start talking about you

- Please tell me about your family.

- Did you spend time with your family last weekend? What did you do?

- What do you do in your leisure time? Do you have any hobbies?

Now, let's move on and talk about Cuenca

- Which place would you recommend a visitor to see in Cuenca?

- What do you think about foreigners coming to live in the City?

- How important is it to speak English in Cuenca now? Why?

PART II

I know you are taking several subjects this semester; some are in English and others in Spanish. One of the English Subjects you are registered in is Advanced Oral Communication and one Spanish Subject is Fundamental Legal Concepts.

Let's start with Advanced Oral Communication

- What is communication?

- How does culture affect communication patterns?

- Explain what is a Cross-Examination debate and how it works

Now, Fundamental Legal Concepts

- What is person?

- What is nationality?

- What is a lawsuit?

RUBRIC

SCORING RUBRIC FOR SPEAKING

Rating	Vocabulary	Grammar	Pronunciation	Fluidity	Topic	Communication
Excellent	Uses variety, with few errors	Uses a variety of structures, with few errors	Almost always clear and accurate	Speaks smoothly, little hesitation	Successfully organizes and develops topic	Communicates information and opinions effectively
Good	Uses variety, makes some errors in word choice	Uses a variety of structures, makes some errors	Usually clear and accurate, some problem areas	Speaks with some hesitation, does not usually interfere with communication	Topic is organized, needs more development	Most information and opinions are communicated clearly
Fair	Uses limited vocabulary and expressions, some errors	Uses basic structures, makes frequent errors	Errors sometimes make it difficult to understand student	Speaks with hesitation, frequently interferes with communication	Topic not organized, needs development	Information and opinions are not clear

Scoring Rubric for Speaking: Focus on Grammar, An integrated Skills Approach

APPENDIX D
PRE-TEST AND POST-TEST

NAME: _____   GROUP _____

DATE: _____   SCORE _____

Read the following question and write an essay about it. You have to write a minimum of 600 words and a maximum of 1200 words. You will have up to two hours to complete this activity.

Who has been the most influential person in your life? Describe how (or, in what way) this person encouraged (or, supported) you to achieve your goals (or, improve yourself).

_____

_____

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APPENDIX E
LESSON PLAN AND MATERIALS

I choose to present the complete plans and materials for lessons 2, 3, 6 and 8 as part of the appendices, and lessons 9 and 10 as part of chapter 4 because they were

the most effective and showed the best results in students' assessments. Also, during these lessons, I could see that students' were very engaged with the topics.

The remaining lesson plans follow the same format, and focus in different contents.

Lesson plan 1: The writing process
Lesson plan 4: Illustrating
Lesson plan 5: Analyzing a process
Lesson plan 7: Dividing and classifying

Lesson Plan 2

Date: October 25, 2010

THEME/TOPIC: Describing essays
LEVEL: Third cycle – International Studies

CONTENT OBJECTIVES

Knowledge: To identify the elements of a describing essay.

Process/skills: To analyze the writing topic using adjectives and the five senses
To organize ideas in a logical way in order to show rather than tell

How assessed: To demonstrate ability to describe different objects and situations using a wide range of vocabulary

LANGUAGE OBJECTIVES

Language awareness: To bring attention to the need for lexical variation
To use adjectives to come up with more detailed descriptions

Language use: To develop vocabulary that is suitable for this type of essay writing

How assessed: To use appropriate words, adjectives, phrases, and structures in the writing of a description essay

LEARNING STRATEGY OBJECTIVES

Metacognitive Awareness: To understand that a description essay creates a picture in words to help the reader visualize something a writer has seen, heard, or done.

Strategies to learn and practice: Use selective attention: to distinguish background knowledge**,** make inferences, cooperative work, and personalize.

How assessed: Brainstorming worksheet**.** Descriptive Writing Template

MATERIALS: Adjective Brainstorming Worksheet, Descriptive Writing Template, Five pieces of paper (for five senses), paper bags, chocolate

PREPARATION

1. At the beginning of the lesson, introduce descriptive writing to the students and link it to other writing activities that have taken place prior to this lesson. Have students brainstorm for what they think descriptive writing is based on the base word for descriptive of "describe."
2. After having students brainstorm ideas of what descriptive writing may be, offer feedback to the students about what a possible definition could be.
3. Ask students to think of ways in which to make their writing descriptive. Example: word choice, terminology, adjectives, using senses.
4. Explain to students that all of these could work, but there are two main ideas that you are going to focus on during this lesson: adjectives and the five senses.
   Ask students to describe what an adjective is. Definition: Describes a noun (object or thing)
5. Have students think of positive and appropriate adjectives to describe four examples written on the board. Design a web from each of these four items to show adjectives relating to object.
6. Once the list of adjectives for all of the items is complete, review with the students what these adjectives mean and how they can help to make writing more descriptive.
7. Next, move into a discussion on the five senses. Explain to the students how their five senses can aid them during descriptive writing. Ask students if they can think of what the five senses are.
8. Have students think of how much they use touch, taste, vision, hearing, and smelling in their everyday lives. These are the things that make things appealing to us, so they greatly help when trying to write a descriptive essay.

9. Link how adjectives that we learned earlier go along with the five senses. For example, the adjectives help to describe how something looks, tastes, feels, etc.

PRESENTATION

10. Once the students understand the importance of using the five senses in conjunction with adjectives, explain to them that they are going to do an activity using their senses. Before being told the activity, students need to be made aware of the rules they must follow (keep eyes closed if doing any sense other than sight, work collaboratively, quit working and face forward when time is up)

11. After the instructions have been given, describe to the students that they are going to be divided into five cooperative groups. Each group will be assigned a specific sense and given a bag with their sense written on it. The students are to keep their eyes closed while they have the bag to assure that they are not using any sense other than their assigned one (except for the sight people, who should not touch, smell, taste, or anything else). Each team member should have the chance to use their sense on the object in the bag and contribute to an adjective list that the group comes up with to describe what they discovered through their sense.

12. Break students into five cooperative groups, hand out the bags, and have students begin the activity. Warn students that they have three minutes to complete their list and make sure everyone in their group participates.
Once time is over, and you have the students' attention, have each group read off their adjective list while writing it on the board so that everyone can see. Complete this until all five groups have represented all five senses.

13. Next, have the students try to think of one sentence for each sense that uses some of the adjectives and best describes the object so that someone might be able to guess what it is

14. After a sentence for each sense has been written, have students combine the sentences to form a paragraph that is written on the board to serve as a visual of what descriptive writing should look like. Remind the students that they don't even have to reveal what the object is. If they do choose to reveal the object, let them know it's more exciting to wait and reveal it at the end of their writing.

PRACTICE

15. The last activity will be for students to demonstrate their understanding of this concept, so they will do descriptive writing on their own. Pass out the Adjective Brainstorming worksheet and the Descriptive Writing Template. Explain to the

students that they will receive an object soon that they will be writing descriptively about. Explain the worksheets and how they are going to use them.

16. Next, pass out a piece of chocolate to each student.
17. Then, students will examine the chocolate with each of the five senses, write down adjectives to go with each sense, and then form their own descriptive paragraph.
18. Once students are complete, a few students will share their paragraph with the entire group.

SELF EVALUATION

19. Ask students to complete chapter quiz 9 on the book's website at home www.pearsoned.ca/flachmann/mosaics
20. Ask students to send you the results.

EXPANSION

21. Ask students to write another descriptive essay as homework. Give out the homework instructions paper.

MATERIALS

ADJECTIVE BRAINSTORMING WORKSHEET			

DESCRIPTIVE WRITING TEMPLATE

HOMEWORK INSTRUCTIONS

What direct encounters have you had with nature? What are some of the details of these encounters? Was your general impression good or bad? Write an essay describing one of these encounters. Describe your experience through the senses, following the guidelines for writing a description essay. Remember to show rather than tell your readers about your memory. Begin by reviewing your prewriting notes. Then choose your dominant impression, and put it into a thesis statement.

Adapted from: http://teachers.net/lessons/posts/2990.html

Lesson Plan 3

Date: November 4, 2010

THEME/TOPIC: Narrating essays
LEVEL: Third cycle – International Studies

CONTENT OBJECTIVES

Knowledge: To understand that narration or storytelling is a type of writing that gets the reader's attention by sharing thoughts or experiences.

Process/skills: To focus on a particular event and make a specific point about it

How assessed: Provide enough details so the readers can understand

LANGUAGE OBJECTIVES

Language awareness: To bring attention to the need for lexical variation
To use adjectives to come up with more detailed descriptions

Language use: To develop vocabulary that is suitable for this type of essay writing

How assessed: To use adverbs and present participles for providing extra information. Inversion of subject and verb for dramatic emphasis

LEARNING STRATEGY OBJECTIVES

Metacognitive Awareness: Practice new vocabulary and correct grammar structure through story telling

Strategies to learn and practice: Personalize, use images, use your kinesthetic sense, and take notes.

How assessed: Narrating Essay

MATERIALS: Photos, movie, course book

PREPARATION

1. In the previous class students were asked to bring a photograph in which they could show their classmates and experience they have had.
2. Explain students what a narrative essay is and list the guidelines that can help them tell their stories
3. Give them time to create their story based on the picture they have
4. Students take time telling the story to different classmates practicing their speaking skills

PRESENTATION

5. Present the movie "Despicable Me". Explain students that a children's movie was chosen because it is usually the genre that helps to make storytelling or narrating easier to understand.
6. Students take notes during the movie

PRACTICE

7. Ask students to choose a point from the movie (e.g. the man, the villain, the orphans, etc.)
8. Using their notes, students write their own essays.

SELF EVALUATION

9. Ask students to complete chapter quiz 10 on the book's website at home
   www.pearsoned.ca/flachmann/mosaics
10. Ask students to send you the results.

EXPANSION
11. Students will complete the writing workshop on the book's website.

Lesson Plan 6

                                           Date: December 6, 2010

THEME/TOPIC: Comparing and Contrasting
LEVEL: Third cycle – International Studies

CONTENT OBJECTIVES
Knowledge: Learn to outline and write a compare and contrast essay

Process/skills: identify the A+B comparison organizational pattern, generate ideas for writing from discussion, use an organizational strategy to outline writing, write organized paragraphs that compare/contrast items

How assessed: To demonstrate ability to create an A+B outline

LANGUAGE OBJECTIVES

Language awareness: To bring attention to the need for lexical variation
To use appropriate vocabulary to compare, looking for similarities, and to contrast, looking for differences

Language use: To develop vocabulary that is suitable for this type of essay writing

How assessed: To use appropriate words, adjectives, phrases, and structures in the writing of comparing and contrasting essay

LEARNING STRATEGY OBJECTIVES

Metacognitive Awareness: To understand how to write a Comparison/Contrast essay based on the given guidelines.

Strategies to learn and practice: Use selective attention: to distinguish background knowledge, cooperative work, use graphic organizers, uses sounds, use your kinaesthetic sense.

How assessed: Comparison and Contrast Pattern graphic organizer, Comparison and Contrast A+B Writing.

MATERIALS: Comparison and Contrast Pattern graphic organizer, Comparison and Contrast A+B writing students' copies. Overhead projector, chart paper, and markers.

PREPARATION

1. On the board, write the following statement:
Pizza hut's _____; whereas, Little Italy _____.
2. Ask students to raise their hands to offer a variety of ways complete the sentence.
3. Write students' responses on the board and explain that they are brainstorming ideas for comparing and contrasting.

PRESENTATION

4. Distribute the Comparison and Contrast Pattern graphic organizer to students and place the same graphic organizer on the overhead projector.
5. Explain the A+B comparison pattern to students.
6. Using the example of comparing pets, model how to complete the A+B outline on the overhead, based on students' brainstorming suggestions.
7. Have students mimic the same outline on their worksheet.

PRACTICE

9. Place students in pairs. Partners should choose two fast-food restaurants to compare. Give students ideas of subtopics to compare. These ideas could include: quality of food, cleanliness, customer service, parking, location, hours, price, kid-friendliness, employment, etc.
10. Using the A+B pattern, partners use chart paper and markers to diagram a large outline of the comparison.
11. Upon completion of outline on chart paper, partners present their A+B outlines to the class.
12. Individual students create an A+B outline that compares their current year of University with their last year in high school. Ideas for comparison could include: expectations of students, styles of teaching, "choice" in the classroom, discipline, free time, organization of classes, homework, etc.
13. Once outlines have been completed, students write a two-paragraph comparison essay using the Comparison & Contrast A+B Writing graphic organizer.

SELF EVALUATION

14. Ask students to complete chapter quiz 13 on the book's website at home
www.pearsoned.ca/flachmann/mosaics
15. Ask students to send you the results.

EXPANSION:

16. As homework ask students to write a comparison/contrast essay comparing various aspects of two products before they make a purchase in the future. They should compare price, quality, durability, user-friendliness, etc.

MATERIALS
Comparison and Contrast Pattern

A+B

Comparison – analyzes the similarities of two or more things
Contrast – emphasizes the differences rather than the similarities
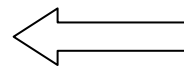
A

Topic B = dogs

I. Temperament
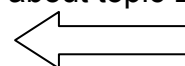a. _____

II. Care

a. _____

III. Expense

a. _____

> Write about topic A first, covering it completely.
> ⬅

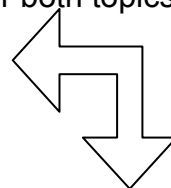**+**

Topic B = cats

> Next, write only about topic B.
> ⬅

Lcda

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B

The points of comparison should be the same and <u>in the same order</u> for both topics.

Comparison and Contrast Writing
A+B

In this paragraph, write only about topic A.

A

_____

_____

_____

_____

_____

_____

_____

+

In this paragraph, begin with a transition phrase from below. Then, write only about topic B. Write about the same points of comparison/contrast and in the same order as in paragraph A.

B

_____

_____

_____

_____

_____

Transition phrases for **comparison:** ● in the same way ● similarly ● likewise ● like ● also	Transition phrases for **contrast:** ● however ● but ● yet ● otherwise ● on the other hand ● even though

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Lesson Plan 8

Date: December 20, 2010

THEME/TOPIC: Defining essays
LEVEL: Third cycle **–** International Studies

CONTENT OBJECTIVES

Knowledge: To define a particular subject by responding in an editorial format.

Process/skills: To analyze the elements involved in developing a definition composition

How assessed: To demonstrate ability to compose a valid thesis statement presenting the focus (definition) of an editorial

LANGUAGE OBJECTIVES

Language awareness: to provide an opener and background information supporting the focus provided by the thesis statement. To provide topic and closing sentences for the body paragraphs

Language use: To develop vocabulary that can be used for specific, valid and relevant supporting details related to the topic and thesis statement.

How assessed: To use appropriate words, adjectives, phrases, and structures in the writing of a defining essay

LEARNING STRATEGY OBJECTIVES

Metacognitive Awareness: To organize main and supporting ideas to write a defining essay.

Strategies to learn and practice: Use selective attention: to distinguish background knowledge, graphic organizer, cooperative work.

How assessed: Graphic Organizer (rubric)

MATERIALS: model definition composition, graphic organizer, peer conferencing rubric, computers, internet access.

PREPARATION

1. Students will need to be familiar with the writing process and thesis statement.
2. Students will need to have understood how to use appropriate language for their particular audiences
3. Students will read an example of a definition composition on their course book (When Kids are Cruel by Patricia Pearson)
4. Students will check the definition components on their course book. With a partner, students will then locate those components within the essay. Using an overhead projector, the teacher will then discuss these components and examples with the entire class.

PRESENTATION

5. The teacher will provide a list of possible topics; however, students are not limited to those specifically. In small groups of three or four, each student will choose a possible topic and begin brainstorming by listing characteristics of the topic, possible definitions for the topic, support for the topic (evidence, illustrations, examples, etc.), and precise verbs and nouns describing the topic.
6. Once students have brainstormed and discussed their ideas with their group members, they will each be given a graphic organizer template. The teacher will then model the process involved in defining a topic/concept by completing the graphic organizer.

PRACTICE

7. Working individually, each student will then complete his/her own graphic organizer based on the topic he/she has chosen.
8. Students will be asked to use their computers to conduct research and gather information to support their thesis and topic sentences. For instance, they may want to incorporate facts, statistics, quotations, evidence, etc. as supporting details.
9. After completing the graphic organizer, students will be placed in peer conferencing groups.
10. Students will use the rubric to evaluate the elements listed on the graphic organizer.
11. After peer conferencing, students will make the necessary revisions before turning in the graphic organizer.

SELF EVALUATION

12. Ask students to complete chapter quiz 15 on the book's website at home www.pearsoned.ca/flachmann/mosaics
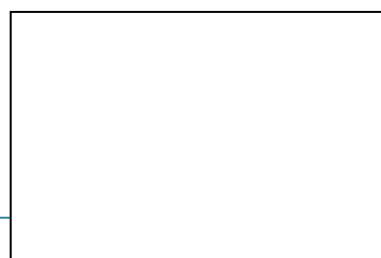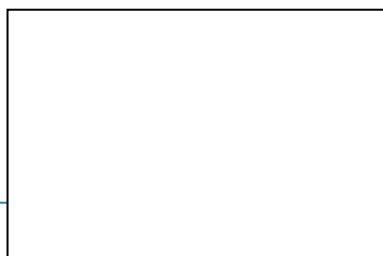13. Ask students to send you the results.

EXPANSION

14. As homework, students will write a definition essay following these directions.

    What do you think of then you hear the word harassment? What associations do you make with this word? What examples does it bring to mind?

Adapted from: http://www.learnnc.org/lp/pages/2915?ref=search

MATERIALS

GRAPHIC ORGANIZER

RUBRIC

CATEGORY	4	3	2	1
Introduction Organization	The introduction is inviting (opener), states the main topic and previews the structure of the paper (thesis statement).	The introduction clearly states the main topic and previews the structure of the paper (thesis statement), but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information	The main idea is not clear. There is a seemingly random collection of information
Support for Topic	Relevant, telling, quality details give the	Supporting details and information are	Supporting details and information are	Supporting details and information

(Content)	reader important information that goes beyond the obvious or predictable.	relevant, but one key issue or portion of the storyline is unsupported.	relevant, but several key issues or portions of the storyline are unsupported.	are typically unclear or not related to the topic.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately	Most supportive facts are reported accurately	NO facts are reported OR most are inaccurately reported.
Sources (Content)	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
Recognition of Reader (Voice)	The reader's questions are anticipated and answered thoroughly and completely.	The reader's questions are anticipated and answered to some extent.	The reader is left with one or two questions. More information is needed to "fill in the blanks".	The reader is left with several questions.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.

Lesson Plan 9: Cause and Effect

MATERIALS

Warm up activity - Cards

I told them what they could do with their job	I'm out of work	I've run out of tobacco	I'm smoking rolled-up banana skins
I've locked myself out		I've left the rat race	I'm a beach bum,

	I'm sleeping under a bush in the garden		selling pictures made of seashells. It's great!
She's dumped me	I'm in the pub, drowning my sorrows	I trained for ten years as an astronaut	I'm sitting in a NASA space station, drinking tea with my colleagues
MI6 asked me to become a spy	I'm sitting on a park bench with a briefcase, waiting for a man in dark glasses and a red scarf	I've met the man of my dreams	I'm getting married next week

Taken from the writing skills section in www.onestopenglish.com

Prediction Task (Overhead projector)

Cities face a number of problems which are due to…
…overcrowding.
The consequence of too dense a population is that…
…one or all of these areas (housing, healthcare, education, jobs and a certain quality of life) must suffer.

Owing to being over-peopled, Britain's main cities all have….   …a number of people living on the street
One effect of such a lifestyle (living on the street) is that…   …drug abuse and crime rates rise.
A city crowded with people leads to…   …roads crawling with cars.
(In a city) light, heat, transport and food must all be supplied artificially as…   …one is living a life removed from nature.
The greater the population, the more natural resources are burnt up and, consequently…   …the more pollution is created.
(We are part of) an unhealthy, consumerist and throwaway society, which creates…   …creates environmental crisis.

Taken from the writing skills section in www.onestopenglish.com

Reorder the following sentences to make a coherent essay.

"Describe some of the problems that overcrowding in cities causes and suggest at least one possible solution."

A) As a result our modern day cities face a number of serious problems which are

due to overcrowding.

B) The consequence of too dense a population is that one or all of these areas must suffer.

C) Owing to being over peopled Britain's main cities all have a number of people living on the streets. Life must be extremely hard for these people and one effect of such a lifestyle is that drug abuse and crime rates rise.

D) Cities are environmentally unfriendly places.

E) Thus, Governments must educate people to limit the size of their family. In China, couples are penalized financially as a consequence of having more than one child. This may seem cruel, but the "one-child policy" is beginning to have an effect on the world's most populous nation.

F) The twentieth century saw a major increase in the world's population. Yet large parts of the globe remain uninhabitable, so people are drawn towards living in existing towns and cities.

G) Hence, the greater the population, the more natural resources are burnt up and, consequently, the more pollution is created. A city crowded with people leads to roads crawling with cars.
H) As a result a lot of taxpayer's money is spent on trying to keep the effects of overcrowding under control. More housing is built; more roads are planned. This tactic might alleviate some symptomatic problems at high cost. However, it will never solve the problem of overpopulation.

I) This is because light, heat, travel and food must all be supplied artificially as one is removed from nature.

J) Living in a city, therefore, forces us to be part of an unhealthy consumer throwaway society, which creates illness and environmental crisis, rather than curing it.

K) It is the Government's responsibility to find solutions for these problems.

L) For this reason, we must look to the cause of the problem, which is simply an unchecked epidemic of people.

M) Similar such policies may also be necessary in other overcrowded nations and this, in turn, would eventually result in solving the problem of overcrowding in cities.

N) Cities teeming with people are put under great strain to supply housing, health care, education, jobs and a certain quality of life for the inhabitants.

O) The effect of the consequent levels of carbon monoxide in the air is said to, in cities as crowded as Mexico City, be equivalent to smoking twenty cigarettes a day.

Taken from the writing skills section in www.onestopenglish.com

Analysis Worksheet

1) Write the appropriate sentence letters for each heading.

Introduction sentences: _____

Paragraph one – first problem: _____

Paragraph two – second problem: _____

Paragraph three – first solution: _____

Paragraph four – second solution: _____

2) Underline all the words or phrases which are used to express a relationship between a cause and an effect.

3) Circle the cause and effect expressed in each case in 2.

4) Underline all the words or phrases which are used as an alternative to the topic word overcrowding.

Taken from the writing skills section in www.onestopenglish.com

Vocabulary Extension Worksheet

Put the following nouns, connected with common essay topics, into the correct box at the bottom of the page

Job	poorness	impurity	Pennilessness
occupation	Situation	profession	dirtiness
vocation	business	hardship	privation
scarcity	corruption	adulteration	impoverishment
deprivation	trade	destitution	contamination

Employment	Poverty	Pollution

Remember to look up the words you want to use in a dictionary first in order to understand subtle differences in meaning from the topic word. The dictionary will show you the appropriate context to use them in.

Taken from the writing skills section in www.onestopenglish.com

Homework Sheet

Use a variety of **topic words** and cause and effect phrases to write a short essay on one of the following titles;

1) Describe some of the problems caused worldwide by **unemployment** and suggest at least one possible solution**.**

2) Describe some of the problems caused by **pollution** in the world today and suggest at least one possible solution.

3) Describe some of the causes of the **poverty,** which exists in the world today, and suggest at least one possible solution.

Taken from the writing skills section in www.onestopenglish.com

APPENDIX F

STUDENTS' GRADES

SECOND YEAR SUBJECTS

GROUP A

STUDENTS	ADVANCED ENGLISH COMPOSITION /50	ADVANCED ORAL COMMUNICATION SKILLS /50
1	38	37
2	38	33
3	47	45
4	43	33
5	41	44
6	47	47
7	42	41
8	40	45
9	44	42
10	40	38
11	41	39
12	48	41
13	46	42

14	38	38
15	34	38
16	49	45
17	43	44

GROUP B

STUDENTS	ADVANCED ENGLISH COMPOSITION /50	ADVANCED ORAL COMMUNICATION SKILLS /50
1	36	43
2	44	45
3	33	36
4	41	43
5	39	43
6	42	45
7	46	46
8	38	42
9	34	39
10	34	36
11	32	43
12	46	43
13	44	45
14	32	37
15	43	43