



Using Cognitive Academic Language Learning Approach (CALLA) for Reading Strategy Instructions to Young Learners

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ABSTRACT

One of the most important areas of young learners strategy research is the employment of reading strategy for English as a foreign language (EFL) learners. Students who actively utilize their reading comprehension strategies can comprehend and recall more information from what they read, as well as improve their language proficiency. This paper describes Cognitive Academic Language Learning Approach (CALLA) that facilitates young learners to enhance their English reading comprehension. The writer reviewed many of research studies of reading strategy use to develop reading proficiency and then conclude that the use of CALLA, the reading strategy instructions, is very significant and has a direct effect on young learners' reading performance.

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1. INTRODUCTION

For English language learners (ELLs), reading is a significant literacy activity and skill. ELLs grasp a variety of texts and interpret the meaning through reading process. Further, reading allows ELLs to acquire cultural knowledge because language is a medium for children to express themselves and conform to social norms, it is also means for them to build their identities. As Bonvillain (2014) stated reading is a crucial component for expressing culturally shared attitudes and views concerning the world.

Numerous kindergarten teachers believe that their pupils have difficulty understanding foreign languages. The majority of them carried on to teach translation and parroting. When teachers desire to use all of their English skills with their young

learners, a dark shadow follows them to school. This is due to teachers' lack of understanding of the differences between EFL and ESL young learners. Young learners who are learning a receptive skill like reading might easily become disengaged and passive. As a result, the significance of reading to young learners cannot be underestimated. Young learners require a clear instruction on the relationship between English symbols (letters) and the sounds they produce. Brown (2004) mentioned that for learner of English, in order to become a proficient reader, two major obstacles must be overcome. First and foremost, students must be able to master basic bottom-up procedures for processing individual letters, words, and phrases. Second, in order to properly carry out those interpretations, learners must build suitable content and structured conceptual frameworks, background information, and cultural experience.

Moreover, becoming a more efficient reader requires learners to employ reading strategies. Razi & Cubukcu, (2014) students utilize such strategies to optimize the reading process in order to improve comprehension and making them become more effective strategy readers. As reading is such a complex process, being a more efficient reader necessitates the combinations of strategies. In this deference, the aim of this study is promoting reading strategy instructions on young learners in EFL settings in Indonesia.

2. LITERATURE REVIEW

The Importance of Reading Strategy for Young Learners

A number of studies have shown the usefulness of language learning strategies (LLS) in foreign language (FL) acquisition in recent years. Students that apply effective strategies become self-directed and self-regulated learners who take responsibility for their own learning (Habók & Magyar, 2018). The importance of English as a foreign language is being recognized, this is proven from elementary school to university, the English language will be taught. Reading is one of the skill in language competency that student must learn in order to share knowledge and broaden their horizons.

According to Cameron (2001, p. 1) young learners are children between the ages of five and twelve. Educating a foreign language to young learners differ from teaching adults or adolescents in several ways. Some differences are instantly apparent: young learners are frequently passionate and active learners. They are more concerned with pleasing the teacher than with pleasing their peers. Other than that, even if they don't comprehend why or how, young learners will participate in an activity. However, young learners usually lose interest faster and are less able to stay engaged on complex activities. Fauziati (2010, p. 89) also mentions several characteristic of young learners. They are: children love to play, children speak about here and present, and also when children have seen some of the objects linked with

the phenomenon, they grasp and remember it better. As a result, teacher should introduce young learners to appropriate reading strategies.

One of the earliest definitions of learning strategies was suggested by Rubin (1975, 43) as 'the techniques or devices which a learner may use to acquire knowledge'. Students' use of learning strategies in the classroom, and how their usage can be supported through instruction, is one process-oriented component of teaching and learning practices. The concept of a "language learning strategy" refers to activities that help students learn and perform better (Chamot and O'Malley 1994) or the learner's consciously chosen resources for improving language learning (Oxford 2011; Griffiths 2013).

It is important to recognize between reading skills and reading strategies, two terms that will arise throughout discussion, while discussing reading strategies, which is the subject of this paper. To do so, writer would like to cite Paris, Wasik, and Turner (1991), who provide an excellent description of the differences: Strategies are purposeful activities chosen to achieve specific objectives. A great deal of research into reading strategies in L2 has shown that training and scaffolding of reading strategies can help develop awareness of the reading process, which can further lead to better reading comprehension (Carrell, Pharis, and Liberto 1989; Mokhtari and Sheorey 2008; Zenotz 2012; Gunning and Oxford 2014). Much of the research done so far (Anderson 1991; Sheorey and Mokhtari 2001; Phakiti 2003; Zenotz 2012; Gunning and Oxford 2014) on strategy training has been positive correlation between reading strategy instruction and reading ability. The strategies involved in planning, monitoring and evaluating the reading process. Some strategic interventions (Carrell 1998) have been used to raise learners' awareness so that they can become strategic readers.

Pilonieta (2010, p. 152) describes these strategic procedures as utilize and adjust intentional, deliberate, and flexible approaches using a range of texts to achieve specific goals. Trehearne (2015) defines them as "conscious plans—sets of steps that good readers use to make sense of text when reading" (p. 446). Likewise, El-Koumy (2016) also observes that "reading strategies are conscious procedures that help readers to comprehend what they read and to repair breakdowns in comprehension" (p. 95).

Until now in Indonesia, many education experts argue about what age is appropriate for introducing English as a second language to young learners (Nufus, 2019) and it is still an arguable point in the field of second language acquisition today since age is one of the most important factors in a child's second language acquisition and cognitive development. However, prior to university, students are taught general English, which does not address specific language skills. As a result, the requirement to assist students with content-based learning has become a challenge for both students and teachers due to the gap between previous learning experiences and

expected skills (Priyastiti, 2019). As a result, an integration approach is required as a solution for bridging the gap prior to CBI implementation. The Cognitive Academic Language Learning Approach (CALLA), a modified adjunct model targeted at encouraging learning skills, could be utilized as a "bridge" to help learners prepare for academic content areas.

Cognitive Academic Language Learning Approach (CALLA)

According to Mahmoodi-Shahrehabaki (2015) noted that there is also a strong beneficial link between the use of CALLA and the learners' reading comprehension skills. Chamot and O'Malley (1994), learners may require strategies to connect key concepts as well as reliable information based on a scientific view. Chamot and O'Malley (1994) defined Cognitive Academic Language Learning Approach (CALLA) is an instructional model that was created to accomplish the academic needs of students learning English as a second or foreign language. This approach has three elements as well as instructional objectivity namely topic from subject matter content, the development of academic language skills (Academic Language Functions), and learning strategies that combine content and language acquisition Chamot and O'Malley (1994).

Chamot and O'Malley (1994) outline the types of learning strategies used in the CALLA approach in their Handbook of CALLA.

- 1) Metacognitive strategies: this strategy includes planning, monitoring, and evaluating learning activities.
- 2) Cognitive strategies: this strategy involves exercising, organizing and elaborating knowledge.
- 3) Social/effective strategies: Learners study the structure and function of language in order to practice in cooperative learning situations and effectively receive feedback from other students, as well as to communicate orally and in writing.

One way to accelerate the academic language learning of ELLs is to teach learner how to learn more effectively and efficiently. Learning strategies are techniques for understanding, remembering, and using information and skills. Learning strategies are particularly important for ELLs especially young learners as they seek to master both language and academic content simultaneously. Strategy instruction can help students by showing them techniques for "how to learn", developing their independence and confidence as learners, increasing their academic motivation as they become some successful in school, and developing their awareness of their own thinking and learning process. When students develop metacognition, the awareness of the learning process that lead to success, they are more likely to plan how to approach a learning task, monitor their own performance on an ongoing basis, find

solutions to the problems they encounter, and evaluate themselves when they complete the task.

The important thing in teaching learning strategies is the use of methods for strategy instruction, namely how to introduce certain strategies to students, influence the use of these strategies, maintain their use and transfer these strategies at the next learning environment. The following is Chamot and O'Malley's strategy instruction framework.

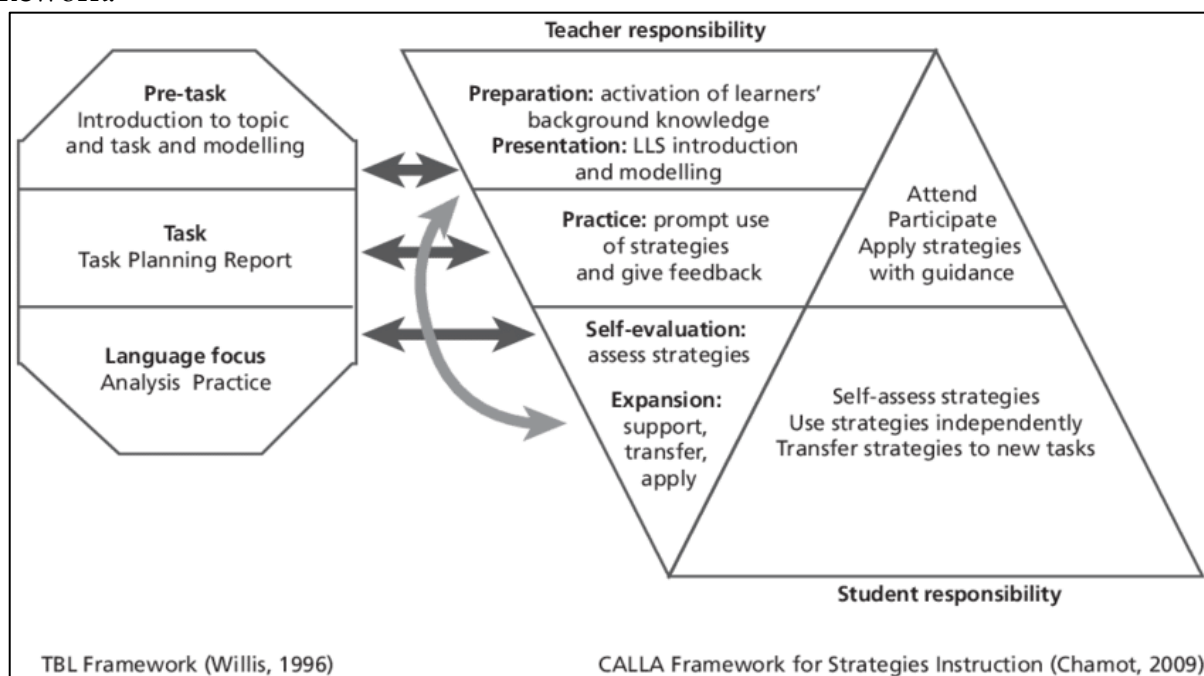


Figure 1. Framework for strategies instruction.

CALLA approach is built around these three learning strategies. Students' ability to utilize metacognitive strategies appropriately trains them to organize their learning, monitor their comprehension and production, and evaluate their learning objectives. Learners are also taught how to organize content both conceptually (forming imagery or elaboration) and practically (grouping material to be studied or taking notes) through cognitive strategy abilities. Finally, social/affective strategy capabilities, such as cooperative learning, are abilities that are used to engage with one another to support teaching and learning.

Chamot and O'Malley described that CALLA approach which contains of five stages, involves preparation, presentation, practice, evaluation and expansion. There is a connection between each phase to the next phase. For instance, preparation is the phase for preparing students to recognize and reflect on prior knowledge linked to the learning topic. This means the teacher introduces the concept of learning objectivity, introduces new vocabulary, and provides actual experiences that are

related to the learners' previous knowledge. Further, in the second phase, presentation, teacher explains new concept, skills and learning strategies which is delivered in a variety of ways to accommodate different learning style. Then in phase three, practice, learners engage in active practice such as cooperative learning activities of new concept, learning abilities, methods. Moreover, throughout the evaluation phase, students practice self-evaluation both individually and cooperatively. Finally, during the expansion phase, students integrate what they've learned into their knowledge framework, synthesize and re-select earlier knowledge as appropriate, and apply knowledge, skills, and study settings in real-life situations.

Designing the learning with the CALLA approach is done selecting the topic of the learning unit content, formulating learning objectives to be accomplished by learners, establishing relevant learning resources, and designing a sequence of instructional phases. In addition, the CALLA classroom provides a learner-centered environment. The teacher illustrates how to organize and use pre-existing knowledge, as well as how to lead and improve the learners' knowledge framework and provide opportunities for training in language skills and learning strategies. Finally, to achieve the learning objectives, an evaluation of the learners' performance is accomplished. As a result, those strategies will facilitate learners in better understanding the notion of reading skill.

Chamot, A. U. (1996) considers these strategies instructions to help student engage with reading comprehension

- Organizational Planning* : This strategy involves setting a learning goal; planning how to carry out a project, write a story, or solve a problem.
- Predicting* : Using parts of a text (such as illustrations, titles, headings, organization) or a real life situation and your own background knowledge to anticipate what is likely to occur next.
- Self-management* : Seeking or arranging the conditions that help you learn.
- Activating Prior Knowledge:* Using your background knowledge to understand and learn something new, brainstorming relevant words and ideas, making associations and analogies; writing or telling what you know.
- Monitoring* : Being aware of how well a task is going, how well you are understanding while listening or reading, or how well you are expressing your ideas when speaking or writing.

- Selective Attention* : Focusing on specific aspects of a task, such as locating patterns in a story, identifying key words or ideas, listening to or scanning a text for particular information, or observing relevant items or phenomena.
- Using and Making Rules* : Applying a rule (phonetic, grammatical, linguistic, mathematical, scientific, or other) to understand a text or complete a task; figuring out rules or patterns from examples.
- Note-taking* : Writing down key information in verbal, graphic, or numerical form, often as concept maps, spider maps, T-lists, time lines, or other types of graphic organizers.
- Imagery* : Using mental or real pictures or other visual cues to understand or remember information, or to solve a problem.
- Cooperation* : Working with classmates to complete a task or project, demonstrate a process or product, share knowledge, solve problems, give and receive feedback, and develop social skills.
- Making Inferences* : Using the context of an oral or written text and your own background knowledge to guess at meanings of unfamiliar words or ideas.
- Substitution* : Using a synonym, paraphrase, or circumlocution when you want to express an idea and do not know the exact word(s) you need.
- Using Resources* : Using reference materials (books, dictionaries, encyclopedias, videos, exhibitions, performances, computer programs and databases, the Internet, and so forth) to find information or complete a task
- Classification* : Grouping words, concepts, physical objects, numbers, or quantities according to their attributes; constructing graphic organizers to show a classification.

- Questioning for Clarification*: Negotiating meaning by asking for clarification, explanation, confirmation, rephrasing, or examples. Summarizing: Making a mental, oral, or written summary of something you listened to or read; retelling a story or other text in your own words.
- Self-assessment* : Completing a task, then judging how well you did, whether you reached your goal, and how effective your learning strategies or problem-solving procedures were.

3. DISCUSSION

According to neurolinguistic and neurocognitive studies, early reading skills of foreign language learners can develop nearly on par with native speakers (Verhoeven, Voeten, & Vermeer, 2019). When language comprehension becomes more essential for continuing improvement in reading beyond core competencies, the differences between L2 learners and native Academic Language speakers become more obvious (Raudszus, Segers, & Verhoeven, 2019).

In this section, the writer discusses about the positive effect the used of Cognitive Academic Language Learning Approach (CALLA) to young learners who have been learning a foreign language, especially English. The result from previous study conducted by Lockwood (2012) indicated that children have positive attitudes about the experience of reading, as well as the common features found in those schools, classrooms and teachers associated with such pupils by using reading strategy. Another study from Ruiz de Zarobe & Zenotz (2018) which examined the effect of reading strategy instruction on the reading competency among young learners showed that strategy instruction has a significantly positive influence on reading comprehension in general.

Similar to Aghaie & Zhang (2012), Yildirim & Akcayoglu (2015), Mahmoodi-Shahrehabaki (2015), Prisilya, (2015), Syafri et al. (2019), and Arabmofrad et al. (2020), the result of their studies confirmed that after CALLA was implemented, EFL students' reading achievement are improved. All of these studies looked at the impact of CALLA on either ESL or EFL students' reading achievement. Additionally, learners who were taught reading strategies appeared to have a higher level of metacognitive awareness. Mahmoodi-Shahrehabaki (2015), in his study showed the metacognitive strategy instruction seems to have contributed to the improvement of students' reading comprehension performance. In other words, the explicit instructions play an important role to plan and to monitor students' reading competence. Further, the finding of his study revealed that the Cognitive Academic Language Learning

Approach (CALLA) strategy has contributed to the improvement of young learners' reading comprehension performance.

4. CONCLUSION

Overall, it can be concluded young learners reading comprehension and strategy used are directly linked. Reading strategy instruction has a positive effect on reading competence of young learners. Moreover, learners become more proficient in English, they become more efficient readers and similar to native English speakers in their reading abilities. Given the nature of academic reading courses and the requirement for students in EFL situations to use a variety of strategies to achieve their objectives, CALLA is one of several approaches that have been attached. CALLA is an educational program and instructional system which designed to suit the academic needs of EFL students. Moreover, the used of CALLA could enhance independent learning and autonomous learning for students. Learners' understanding and awareness of these strategies will determine the outcome and the extent to which their comprehension, perform and achieve the learning objectives.

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