

ANNA UHL CHAMOT
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EDUCATION

- Ph.D. University of Texas at Austin
Major: Applied Linguistics/ Teaching English as a Second Language
- M.A. Teachers College, Columbia University, New York City
Dual Major: Foreign Language Education (Spanish); Elementary Education
- B.A. The George Washington University, Washington, DC
Major: Spanish Literature (Special Honors); Minors: English/French

AREAS OF EXPERTISE

Theory and practice of language learning and teaching; teacher education; bilingual, ESL, and mainstream curriculum and instruction at elementary, secondary, and university levels; research on cognitive processes in second language acquisition, including learning strategies and literacy in adolescent second language learners; presentations and publications on language learning and teaching; administration and management in school, university, research, and private sector settings; computer skills; high proficiency in Spanish and French; ability to write proposals leading to grant and contract support; development/publication of ESL instructional materials.

PROFESSIONAL EXPERIENCE

- 2015 - *Professor Emerita*, Graduate School of Education and Human Development, The George Washington University.
- 2001 - 2015 *Professor of Curriculum and Pedagogy (ESL and Foreign Language Education)*, The George Washington University. See below for courses taught.
- 1996 - 2001 *Associate Professor (ESL and Foreign Language Education)*, The George Washington University
- Courses taught:
 - Second Language Instruction
 - Teaching Second Language Reading and Writing
 - Teaching and Learning I (Learning Theories)
 - Linguistic Applications in ESL
 - Language Development
 - Supervision of Student Interns

- Development and Diversity
- Bilingualism and Bilingual Education
- Issues, Studies, Practices in ESL
- Diagnostic Reading: K-Adult
- Second Language Acquisition
- Educating Language Minorities

- 1999 - 2014 *Co-Director and Principal Investigator*, National Capital Language Resource Center
George Washington University/Center for Applied Linguistics/Georgetown University
- 2013 *Chair*, Eighth International Conference on Language Teacher Education
- 2009 - 2013 *Principal Investigator*, Research Study of South Asian Languages in K-12. Funded by U. S. Department of Education to George Washington University.
- 1997 - 2001 *Principal Investigator*, Project Accelerated Literacy
OERI Field-initiated Study conducted by George Washington University
- 1996 - 1999 *Associate Director*, National Capital Language Resource Center
Georgetown University/George Washington University/Center for Applied Linguistics
- 1995 - 1996 *Associate Director*, National Foreign Language Resource Center
Georgetown University/Center for Applied Linguistics
- 1990 - 1996 *Director*, Language Research Projects, Georgetown University
- Principal Investigator for Research Studies:
 - Learning Strategies in Japanese Foreign Language Instruction
 - Methods for Teaching Learning Strategies in the Foreign Language Classroom
 - Assessment of Language Skills for Instruction
 - Developing Effective Foreign Language Learners
 - Longitudinal Study of Foreign Language Learning Strategies
 - Learning Strategies in Elementary Foreign Language Immersion Classrooms
- 1987 - 1995 *Adjunct Professor*, Georgetown University
- Linguistics courses taught:
 - Bilingualism
 - Language Acquisition
 - EFL Materials Development
 - Methods of Teaching ESL/EFL
 - Directed 3 completed dissertations; 1 in progress; many M. A. papers
 - Taught 7 summers (1991-1998) in Georgetown University's summer

linguistics institute for Japanese EFL teachers, Tokyo, Japan.

- 1988 - 1996 *Project Specialist*, Arlington Public Schools, Arlington, Virginia
- Manager of two Title VII Content-Based ESL Projects:
 - The Cognitive Academic Language Learning Approach (CALLA) for Mathematics
 - The Cognitive Academic Language Learning Approach (CALLA) for Science
- 1980 - 1990 *Senior Associate*, InterAmerica Research Associates, McLean, Virginia
- Research Information Manager, National Clearinghouse for Bilingual Education
 - Project Director for research studies:
 - Study of Learning Strategy Instruction in the Foreign Language Classroom
 - Foreign Language Learning Strategies Study
 - ESL Literature Study
 - Research Associate for research studies:
 - ESL Listening Strategies Study
 - ESL Learning Strategies Study
- 1986 - 1987 *Adjunct Associate Professor*, The George Washington University
- Courses taught:
 - Second Language Acquisition
 - Applied Linguistics
 - Methods of Teaching Learning Strategies in ESL and Bilingual Education
 - Co-director of Summer Institute for ESL and Bilingual Teachers
- 1979 - 1980 *Adjunct Professor*, American University
- Course taught:
 - Reading Theory, Methods, and Materials
 - Directed 1 dissertation
- 1973 -1979 *Assistant Professor*, The University of Texas at Austin
- Graduate Program Adviser for TESL
 - Chair, Graduate Studies Committee, Foreign Language Education
 - Coordinator, Foreign Language Student Teaching
 - Courses taught:
 - Applied Linguistics
 - First Language Acquisition
 - Second Language Acquisition (1 section taught in Spanish)
 - Research Methodology
 - Bilingual Education
 - ESL Methods
 - Foreign Language Methods
 - Directed 9 dissertations, numerous Master's theses.

- 1972 - 1973 *Assistant Professor, University of Houston*
 • Course taught:
 - Language Arts Methods and Materials
- 1969-1972 Doctoral Student and Teaching Assistant, University of Texas at Austin
- 1967 - 1969 *Director, Colegio Estados Unidos, Bogotá, Colombia*
 • Principal of 750-student bilingual school, K-12
 (Prior experience included classroom teaching in Grades 1-12 and curriculum development.)

INSTRUCTIONAL DESIGN

Co-developer of the **Cognitive Academic Language Learning Approach (CALLA)**, an instructional model for linguistically diverse students that develops academic language proficiency through subject matter content and explicit instruction in learning strategies. CALLA is currently being implemented in a number of school districts in the United States, and in several sites in other countries.

PROFESSIONAL SERVICE

Series Co-Editor, *Studies in Second and Foreign Language Education* (De Gruyter Mouton)
 Member of Subcommittee on TOEFL Junior and TOEFL Primary, Educational Testing Service
 Chair, 2013 International Language Teacher Educator Conference, Washington, DC
 Chair, 2009 International Language Teacher Educator Conference, Washington, DC
Electronic Journal of Foreign Language Teaching Editorial Board
Bilingual Research Journal Review Committee
Language Learning and Technology Review Committee
 College Board Pace Setter Task Force for Spanish
TESOL Quarterly Editorial Advisory Board
 Past Chair, TESOL Elementary Education Interest Section
 Reviewer for *The Modern Language Journal*

CONFERENCE PRESENTATIONS

Invited Plenary/Featured Speaker at: 2014 CLaSIC conference on foreign language education at the National University of Singapore; 2014 Ca Foscari University Conference on Content and Language Integrated Learning (Venice); 2014 Suan Dusit Rajabhat University Conference on Language and Culture Education (Bangkok), 2012 Taiwan Conference on Teaching English to Young Learners (Taipei); 2012 TESOL Conference (Philadelphia), 2012 Portuguese Association of English Teachers Conference, Coimbra, Portugal; 2011 International Conference on Developing Learner Autonomy in Foreign Language Learning: Getting Learners Actively Involved, Venice, Italy; 2011 ETS Conference for EFL Teachers, Santiago, Chile; 2011 New

York State Association for Bilingual Education; 2011 International Conference on EFL Education, Taiwan; 2010 New York State TESOL; 2009 TESOL Conference, Denver, CO; 2008 and 2010 Content and Language Integrated Learning (CLIL) Conference, Barranquilla and Bogotá, Colombia; 2008 Inter Mountain TESOL Conference, St. George, Utah; 2007 Wyoming TESOL Conference, Casper, WY; 2007 Foreign Language Education Center Conference, University of Texas, Austin, TX; 2006 Texas A & M University Conference, Austin, TX; 2006 Florida Leadership Conference, Sanibel Island, FL; 2005 Bill and Melinda Gates Foundation conference, San Antonio, TX; 2005 National Geographic/LARC Literacy Conference, Washington, DC; 2005 Office of English Language Acquisition (OELA), U. S. Department of Education, Annual Summit, Washington, DC; 2004, 2006, 2008, and 2010 CLaSIC Conference, National University of Singapore; 2003 MEXTESOL, Oaxtepec, Mexico; 2002 International Book Fair, Buenos Aires, Argentina; 2002 Japanese Association of College English Teachers (JACET), Tokyo, Japan; 2001 International Conference on Autonomous Learning, Friedrich Schiller University, Jena, Germany; 2001 Virginia ESL Supervisors' Association (VESA), Williamsburg, VA; 2000 OBEMLA National Reading Symposium, Washington, DC; 2000 Centro Colombo-Americano EFL Conference, Bogotá, Colombia; 2000 MEXTESOL, Aguascalientes, Mexico; 2000 ARKTESOL, Little Rock, AR; 1999 ASOCOPI, Bucaramanga, Colombia; 1999 Japanese Association of Language Teachers (JALT), Maebashi, Japan; 1998 NABE, Dallas, TX; 1998 Illinois TESOL, Chicago, IL; 1998 Australian Association for Applied Linguistics Conference, Brisbane, Australia; 1997 TESOL France Colloquium, Paris, France; 1997 TESOL Scotland Conference, Edinburgh, Scotland) 1997 ASCD Conference, Baltimore, MD; 1996 Mediterranean Association of Independent Schools, Tunis, Tunisia, 1996 TEXTESOL V, Dallas, TX; 1996 Louisiana TESOL Conference, New Orleans, LA; 1995 TESOL Conference, Long Beach, CA; 1995 TESOL-SPAIN Conference, Barcelona, Spain; 1995 NNETESOL Conference, Waterbury, VT; 1995 TESOL-ITALY Conference, Rome, Italy; 1994 TEXTESOL Conference, El Paso, TX; 1992 OBEMLA National Research Symposium, Washington, DC.

Academic Specialist, United States Information Agency, 1994: Lecture tour of Estonia, Latvia, and Lithuania to provide information on the CALLA model to EFL teachers; 1995: Lecture tour of Italy; 2002: Lecture Tour of Argentina.

More than 575 conference presentations at the following: Teachers of English to Speakers of Other Languages; International Association for Teaching English as a Foreign Language (IATEFL); American Educational Research Association; American Council on Teaching Foreign Languages; CLaSIC International Foreign Language Education Conference in Singapore; World Council on Curriculum and Instruction; Association for Supervision and Curriculum Development; Georgetown University Round Table on Languages and Linguistics; Association Internationale de la Linguistique Appliquée; American Association of Applied Linguistics; National Association for Bilingual Education; National Council of Teachers of English; OBEMLA National Research Symposium; Northeast Conference on Teaching Foreign Languages; TEAL (British Columbia); TESL (Manitoba); Fifth Nordic Conference on Bilingualism; Binational Centers of Brazil Conference; Delaware Symposium on Language Studies; Washington Area TESOL; New York State Association for Bilingual Education;

California TESOL; California Association for Bilingual Education; Illinois TESOL; Louisiana TESOL; Texas TESOL; Massachusetts TESOL; Connecticut TESOL; Georgia TESOL; Missouri TESOL; Ohio TESOL; Pennsylvania TESOL; New Jersey TESOL; University of Southern California ESL Symposium; UCLA Second Language Research Forum; and various university sponsored second language research and education conferences. In addition, over 350 workshops, seminars, or intensive courses conducted in 28 states, Central and South America, Europe, North Africa, and Japan. Consultant to language education programs at: University of Delaware, Brown University, Georgetown University's summer linguistics program in Japan, George Mason University, Florida International University, Findlay University, Pennsylvania State University, Hunter College, Fordham University, Texas A&I University, University of Houston, University of Illinois at Chicago, San Diego State University, University of Wisconsin, University of Texas at San Antonio, Lehman College at City University of New York, TESOL Summer Institute at California State University at San Bernadino.

SELECTED PUBLICATIONS

Books

- Chamot, A. U. (2009). *The CALLA handbook: Implementing the Cognitive Academic Language Learning Approach, Second Edition*. White Plains, NY: Pearson Education/Longman.
- Chamot, A. U. & Steeves, K. A. (2009). *Land, People, Nation: A History of the United States, Third Edition*. White Plains, NY: Pearson Longman.
- Chamot, A. U. & Steeves, K. A. (2009). *Teachers Guide - Land, People, Nation: A History of the United States, Third Edition*. White Plains, NY: Pearson Longman.
- Chamot, A. U., Keatley, C. W., & Anstrom, K. (2009). *Keys to learning: Skills and strategies for newcomers, Second Edition*. White Plains, NY: Longman.
- Chamot, A. U., Keatley, C. W., & Anstrom, K. (2005). *Keys to learning: Skills and strategies for newcomers*. White Plains, NY: Longman.
- Chamot, A. U. & Steeves, K. A. (2004). *Land, people, nation: Beginnings to 1877, Second edition..* White Plains, NY: Longman.
- Chamot, A. U. & Steeves, K. A. (2004). *Land, people, nation: Since 1869, Second edition..* White Plains, NY: Longman.
- Chamot, A. U. & Steeves, K. A. (2004). *Land, people, nation: Teacher's Guide, Second edition..* White Plains, NY: Longman.
- Chamot, A.U., Barnhardt, S., El-Dinary, P.B., & Robbins, J. (1999). *The learning strategies handbook*. White Plains, NY: Addison Wesley Longman.

Chamot, A.U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the Cognitive Academic Language Learning Approach*. White Plains, NY: Addison Wesley Longman.

O'Malley, J.M., & Chamot, A.U. (1990). *Learning strategies in second language acquisition*. Cambridge, England: Cambridge University Press.

Research Reports

Chamot, A. U., Keatley, C., Mazur, A., Anstrom, K., Marquez, X, & Adonis, M. (2000). Literacy development in adolescent English language learners. Final report submitted to Office of Educational Research and Improvement, U. S. Department of Education.

Chamot, A.U., Keatley, C., Barnhardt, S., El-Dinary, P. B., Nagano, K., & Newman, C. (1996). Learning strategies in elementary language immersion programs. Final report submitted to Center for International Education, U.S. Department of Education. Available from ERIC Clearinghouse on Languages and Linguistics.

Chamot, A.U., Barnhardt, S., El-Dinary, P.B., Carbonaro, G., & Robbins, J. (1993). Teaching learning strategies in foreign language instruction and informal assessment of language skills. Final report submitted to Center for International Education, U.S. Department of Education. Available from ERIC Clearinghouse on Languages and Linguistics.

Chamot, A.U., Robbins, J., and El-Dinary, P.B. (1993). Learning strategies in Japanese foreign language instruction. Final report submitted to Center for International Education, U.S. Department of Education. Available from ERIC Clearinghouse on Languages and Linguistics.

Chamot, A.U., Küpper, L., Thompson, I., Barrueta, M., & Toth, S. (1990). Learning strategies in the foreign language classroom: Resource guides for listening comprehension, reading comprehension, speaking, and writing. McLean, VA: Interstate Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.

Chamot, A. U. & Küpper, L. (1990). A study of learning strategy instruction in the foreign language classroom: Second year report. McLean, VA: Interstate Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.

Chamot, A.U., Küpper, L., & Impink-Hernandez, M.V. (1988a). A study of learning strategies in foreign language instruction: Findings of the longitudinal study. McLean, VA: Interstate Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.

Chamot, A.U., Küpper, L., & Impink-Hernandez, M.V. (1988b). A study of learning strategies in foreign language instruction: The third year and final report. McLean, VA: Interstate

Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.

Chamot, A.U., O'Malley, J.M., Küpper, L., & Impink-Hernandez, M.V. (1987). A study of learning strategies in foreign language instruction: First year report. McLean, VA: Interstate Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.

Chamot, A.U., & Stewner-Manzanares, G. (1985). A review, summary, and synthesis of literature on English as a second language. McLean, VA: InterAmerica Research Associates.

Monographs

Chamot, A.U. (1999). Teaching learning strategies to language students. Washington, DC: Center for Applied Linguistics.

Chamot, A.U. (1996). Accelerating achievement with learning strategies. Glenview, IL: ScottForesman.

Chamot, A.U., & O'Malley, J.M. (1986). A cognitive academic language learning approach: An ESL content-based curriculum. Washington, DC: National Clearinghouse for Bilingual Education.

Book Series Editor

Chamot, A. U. & Chan, W. M. (Series Editors). (2015). *Studies in Second and Foreign Language Education 10. Culture and foreign language education: Insights from research and implications for the practice*. Chan, W. M., Bhatt, S. K., Nagami, M, & Walker, I. (Eds). Boston/Berlin: De Gruyter Mouton.

Chamot, A. U. & Chan, W. M. (Series Editors). (2015). *Studies in Second and Foreign Language Education 9. Enhancing autonomy in language education: A case-based approach to teacher and learner development*. M. Jiménez Raya & F. Vieira (Eds). Boston/Berlin: De Gruyter Mouton.

Chamot, A. U. & Chan, W. M. (Series Editors). (2015). *Studies in Second and Foreign Language Education 8. Cognitive linguistics and sociocultural theory: Applications for second and foreign language teaching*. K. Masuda, C. Arnett, & A. Labarca (Eds). Boston/Berlin: De Gruyter Mouton.

- Chamot, A. U. & Chan, W. M. (Series Editors). (2015). *Studies in Second and Foreign Language Education 7. Developing international EFL/ESL scholarly writers*. Butler, D. B. Boston/Berlin: De Gruyter Mouton.
- Chamot, A. U. & Chan, W. M. (Series Editors). (2013). *Studies in Second and Foreign Language Education 2. Research design and methodology in studies on L2 tense and aspect*. Salaberry, M. R. & Comajoan, L. (Eds). Boston/Berlin: De Gruyter Mouton.
- Chamot, A. U. & Chan, W. M. (Series Editors). (2012). *Studies in Second and Foreign Language Education 6. Perspectives on individual characteristics and foreign language education*. Chan, W. M., Chin, K. N., Bhatt, S. K., & Walker, I. (Eds.). Boston/Berlin: De Gruyter Mouton.
- Chamot, A. U. & Chan, W. M. (Series Editors). (2012). *Studies in Second and Foreign Language Education 1. Statistical learning and language acquisition*. Rebuschat, P. & Williams (J. N.) (Eds.). Boston/Berlin: De Gruyter Mouton.
- Chamot, A. U. & Chan, W. M. (Series Editors). (2011). *Studies in Second and Foreign Language Education 5. Media in foreign language teaching and learning*. Chan, W. M., Chin, K. N., Nagami, M., & Suthiwan, T. (Eds.) Boston/Berlin: De Gruyter Mouton.
- Chamot, A. U. & Chan, W. M. (Series Editors). (2011). *Studies in Second and Foreign Language Education 4. Processes and process-orientation in foreign language teaching and learning*. Chan, W. M., Chin, K. N., Nagami, M., & Suthiwan, T. (Eds.). Boston/Berlin: De Gruyter Mouton.
- Chamot, A. U. & Chan, W. M. (Series Editors). (2011). *Studies in Second and Foreign Language Education 3. Foreign language teaching in Asia and beyond*. Chan, W. M., Chin, K. N., & Suthiwan, T. (Eds.). Boston/Berlin: De Gruyter Mouton.

Articles and Book Chapters

- Chamot, A. U. (in press). Developing self-regulated learning in the language classroom. In Chan, W. M., Chin, K. N., & Suthiwan, T. (Eds.). *Proceedings of CLaSIC 2014*.
- Chamot, A. U. (2013). Developing autonomous language learners: The roles of learning strategies and differentiated instruction. In Menegale, M. (Ed.), *Autonomy in language learning: Getting learners actively involved*. Preface by C. M. Coonan. Canterbury, UK: IATEFL. <https://www.smashwords.com/books/view/349827>
- Darasawang, P., Chamot, A. U., & Cooker, L. (2014). The story of a self-access centre: Reflections on challenges and success. In A. Barfield and N. Delgado Alvarado (Eds.), *Autonomy in language learning: Stories of practices*, p. 85-94. Canterbury, UK: IATEFL.

- Chamot, A. U. (2012). Differentiated instruction for language and learning strategies: Classroom applications. In Chan, W. M., Chin, K. N., Bhatt, S. K., and Walker, I. (Eds.) *Perspectives on individual characteristics and foreign language education*, p. 115-129. Boston/Berlin: De Gruyter Mouton.
- Chamot, A. U. (2011). Preparing language teachers to teach learning strategies. In Chan, W. M., Chin, K. N., & Suthiwan, T. (Eds.). *Foreign language teaching in Asia and beyond*, p. 29-44. Boston/Berlin: De Gruyter Mouton.
- Chamot, A. U. & Genovese, B. (2009). Using student choice in foreign language teaching to make connections to other disciplines. *The Electronic Journal of Foreign Language Teaching*, Vol. 6, No. 2.
- Chamot, A. U. (2008). Strategy instruction and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners*, 266-281. Cambridge, UK: Cambridge University Press.
- Rubin, J., Chamot, A. U., Harris, V., & Anderson, N. (2007). *Intervening in the Use of Strategies*. In A. D. Cohen & E. Macaro (eds.), *Language learner strategies: 30 years of research and practice*, 141-160. Oxford, England: Oxford University Press.
- White, C., Schramm, K., & Chamot, A. U. (2007). Research methodology. In A. D. Cohen & E. Macaro (eds.), *Language learner strategies: 30 years of research and practice*. Oxford, England: Oxford University Press.
- Chamot, A. U. (2007). Accelerating academic achievement of English language learners: A synthesis of five evaluations of the CALLA Model. In J. Cummins & C. Davison (Eds.), *The international handbook of English language learning, Part I*, p.317-331. Norwell, MA: Springer Publications.
- Chamot, A. U. (2006). Preparing language teachers to teach learning strategies. In W. M. Chan, K. N. Chin, & T. Suthiwan (Eds.) *Foreign language teaching in Asia and beyond*, pp. 29-44. Singapore: Centre for Language Studies, National University of Singapore.
- Chamot, A. U. (2005). Language learning strategy instruction: Current issues and research. *Annual Review of Applied Linguistics*, 25, 112-130.
- Chamot, A. U. (2005). The Cognitive Academic language Learning Approach (CALLA): An update. In P.A. Richard-Amato & M.A. Snow (eds.), *Academic success for English language learners: Strategies for K-12 mainstream teachers*, p. 87-102. White Plains NY: Longman.

- Chamot, A. U. (2004). Preparing language teachers to teach learning strategies. *CLaSIC 2004 Conference Proceedings*. Singapore: National University of Singapore.
- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), December 2004, 14-20.
- Chamot, A. U. (2001). Teaching learning strategies in immersion classrooms. *The ACIE Newsletter* 5 (1): 1-4.
- Chamot, A. U. & Steeves, K. A. (2001). Designing history lessons for English language learners using the CALLA model. *The Social Studies Review, Journal of the California Council for the Social Studies*. 40(1), 22-27.
- Chamot, A. U. (2001). Literacy development in high school English language learners: Bilingual and monolingual instruction. In J. E. Alatis & A-H Tan (Eds.) *Georgetown University Round Table on Languages and Linguistics: Language in our time*, pp. 149-163. Washington, DC: Georgetown University Press.
- Chamot, A. U. (2001). The role of learning strategies in second language acquisition. In M. P. Breen (ed.), *Learner contributions to language learning: New directions in research*, p. 25-43. London: Longman.
- Chamot, A. U. (1999). Reading and writing processes: Learning strategies in immersion classrooms. In M. A. Kassen (ed.), *Language learners of tomorrow: Process and Promise*, p. 29-59. Lincolnwood, IL: National Textbook.
- Chamot, A. U. & El-Dinary, P. B. (1999). Children's learning strategies in language immersion classrooms. *Modern Language Journal* 83, iii: 319-341.
- Chamot, A. U. (1999). Learning strategy instruction in the English classroom. *The Language Teacher*, 23 (6): 7-9.
- Chamot, A. U. & O'Malley, J. M. (1999). The Cognitive Academic Language Learning Approach: A model for linguistically diverse classrooms. In Biacindo, K. (ed.), *Perspectives: Educational Psychology*, pp. 39-51. Boulder, CO: Coursewise Publishing.
- Chamot, A. U. (1996). The Cognitive Academic Language Learning Approach (CALLA): Theoretical framework and instructional applications. In J. E. Alatis (ed.), *Georgetown University Round Table on Languages and Linguistics 1996*, p. 108-115. Washington, DC: Georgetown University Press.

- Chamot, A.U. (1996). Learning strategies of elementary foreign-language-immersion students. In J.E. Alatis (ed.), *Georgetown University Round Table on Languages and Linguistics 1995*, p. 300-310. Washington, DC: Georgetown University Press.
- Chamot, A.U., & O'Malley, J.M. (1996). The Cognitive Academic Language Learning Approach (CALLA): A model for linguistically diverse classrooms. *The Elementary School Journal*, 96 (3): 259-273.
- Chamot, A.U., & O'Malley, J.M. (1996). Implementing the Cognitive Academic Language Learning Approach: Issues and options. In R. Oxford (ed.), *Language Learning Strategies Around the World*, p. 167-173. Manoa: University of Hawaii Press.
- Chamot, A.U., Barnhardt, S., El-Dinary, P., & Robbins, J. (1996). Methods for teaching learning strategies in the foreign language classroom. In R. Oxford (ed.), *Language Learning Strategies Around the World*, p. 175-187. Manoa: University of Hawaii Press.
- Chamot, A.U. (1995). Implementing the Cognitive Academic Language Learning Approach: CALLA in Arlington, Virginia. *Bilingual Research Journal* 19 (2), 221-247.
- Chamot, A.U. (1995). Learning strategies in listening comprehension: Theory and research. In D. Mendelsohn & J. Rubin (eds.), *The theory and practice of listening comprehension for the second language learner*. San Diego, CA: Dominie Press.
- Chamot, A.U. (1995). The teacher's voice: Action research in your classroom. *ERIC/CLL News Bulletin*, 18(2), 1, 5-8.
- Chamot, A.U. (1994). A model for learning strategy instruction in the foreign language classroom. In J.E. Alatis (ed.), *Georgetown University Round Table on Languages and Linguistics 1994*, p. 323-336. Washington, DC: Georgetown University Press.
- Chamot, A.U. (1994). CALLA: An instructional model for linguistically diverse students. *English Quarterly*, 26(3), 12-16.
- Chamot, A.U., & O'Malley, J.M. (1994). Instructional approaches and teaching procedures. In K.S. Urbschat & R. Pritchard (eds.), *Kids come in all languages: Reading instruction for ESL students*, p. 82-107. Newark, DE: International Reading Association.
- Chamot, A.U. (1994). The teacher's voice: Action research in your classroom. *FLES News*, 8 (1), 1, 6-8.
- Chamot, A.U., & O'Malley, J.M. (1994). Language learner and learning strategies. In N.C. Ellis (ed.), *Implicit and explicit learning of languages*, p. 371-392. London: Academic Press.

- O'Malley, J.M., & Chamot, A.U. (1994). Learning strategies in second language learning. In A. Lewy (ed.), *International Encyclopedia of Education*, 2nd ed. Oxford, England: Pergamon Press.
- Chamot, A.U. (1993). Changing instruction for language minority students to achieve national goals. In *Proceedings of third national research symposium on limited English proficient students issues: Focus on middle and high school issues*, p. 53-80. Washington, DC: National Clearinghouse for Bilingual Education.
- Chamot, A.U. (1993). Student responses to learning strategy instruction in the foreign language classroom. *Foreign Language Annals*, 26(3), 308-321.
- Chamot, A.U., & O'Malley, J.M. (1993). Teaching for strategic learning: Theory and practice. In J.E. Alatis (ed.), *Georgetown University Round Table on Languages and Linguistics 1993*, p. 36-51. Washington, DC: Georgetown University Press.
- O'Malley, J.M., & Chamot, A.U. (1993). Learner characteristics in second language acquisition. In A. O. Hadley (ed.), *Research in language learning: Principles, processes, and prospects*, p. 96-123. 1993 ACTFL Series Volume on Research. Lincolnwood, IL: National Textbook Company.
- Chamot, A.U., Dale, M., O'Malley, J.M., Spanos, G.A. (1993). Learning and problem solving strategies of ESL students. *Bilingual Research Quarterly*, 16:3&4, Summer/Fall, 1993, p. 1-38.
- Chamot, A.U., & O'Malley, J.M. (1992). The Cognitive Academic Language Learning Approach: A bridge to the mainstream. In P.A. Richard-Amato & M.A. Snow (eds.), *The multicultural classroom*. White Plains, NY: Longman.
- Chamot, A.U. (1990). Cognitive instruction in the second language classroom: The role of learning strategies. In J.E. Alatis (ed.), *Linguistics, language teaching and language acquisition: The interdependence of theory, practice and research*. Georgetown University Round Table on Languages and Linguistics 1990. Washington, DC: Georgetown University Press.
- Chamot, A.U., & O'Malley, J.M. (1990). Applications of the Cognitive Academic Language Learning Approach (CALLA) to special education. In A. Carrasquillo and R.E. Baecher (eds.), *Teaching the bilingual special education student*. Norwood, NJ: Ablex.
- Chamot, A.U. (1990). Discussion of B.A. Mohan's LEP students and the integration of language and content: Knowledge structures and tasks. In Office of Bilingual Education and Minority Languages Affairs, *Proceedings of the First Research Symposium on Limited English Proficient Students' Issues*, 422-429. Washington, DC: U.S. G.P.O.

- Chamot, A.U., & Dunetz, N. (1990). Why content-based English as a second language? In *Insights*. Long Island City, NY: The International High School at La Guardia Community College.
- Chamot, A.U., & O'Malley, J.M. (1989). The Cognitive Academic Language Learning Approach. In P. Rigg and V.G. Allen (eds.), *When They Don't All Speak English: Integrating the ESL Student into the Regular Classroom*. Urbana, IL: National Council of Teachers of English.
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