

Learning in Action Seminar 2020
'A cross-disciplinary Dialogue to Extend Learning'

Promoting Self-directed Learning in Reading and Writing

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Constructs related to Self-directed Learning

Self-motivation

Planning

Learning strategies

Metacognition

Self-monitoring

Goal setting

Self-reflection

Time management

Self-management

Resources management

Self-regulated Learners

Self-reflection

- Self evaluation of learning process & outcome

Forethought

- Goal setting
- Self-motivation
- Planning
- Task analysis

Performance

- Employ multiple strategies to learning
- Monitor and regulate learning

Promoting SDL amongst Primary Students

A student who can regulate his/her learning in certain subject such as English may not be able to regulate his/her learning in other contexts such as Mathematics or General Studies. To promote the transfer of SDL from one learning context to another, **teachers of various subjects have a role to play in promoting SDL in student learning** (Boekaerts, 1999);

Role of English Teachers

Promoting SDL amongst Primary Students

Students need learning strategies that are subject-specific and task-specific. **Learning effective strategies is an important early step to support students' long term development of SDL (Paris & Paris, 2001);**

**Importance
of learning
strategies**

Promoting SDL amongst Primary Students

**Integrate
SDL into
daily L&T**

The goal of SDL could not be achieved by one learning event. It needs to be acquired and practised over a period of time. Teachers may need to **teach strategy instruction explicitly and integrate it into their teaching regularly** (Zimmerman, 1999);

Promoting SDL amongst Primary Students

Teachers need to **model, direct and scaffold students** in their learning path towards the goal of SDL. They need to prepare different scaffoldings according to individual students' diversity in SRL capacity (Xu & Ko, 2019).

Cater for diversity in the path to SDL

Literacy Strategies Within an SDL Framework

- **Promoting SDL in reading**
- **Promoting SDL in writing**

My students at T.W.G.Hs Sin Chu Wan Primary School

- P.6: Express Class
- Taught them for 2 years
- Diversified in English standards
- Positive attitude towards learning
- Not all students were interested in learning English
- Strong motivation to learn

Using reciprocal teaching to promote SDL in reading

4 Reading Skills

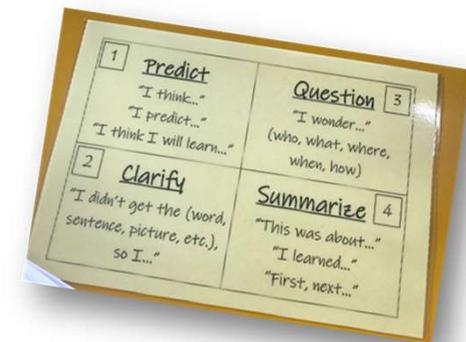
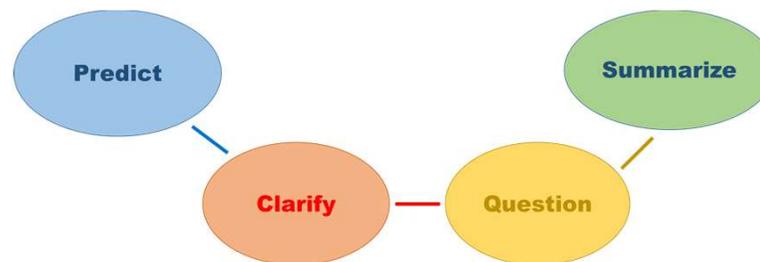
Predict
"I think..."
"I predict..."
"I think I will learn..."

Question
"I wonder..."
(who, what, where,
when, how)

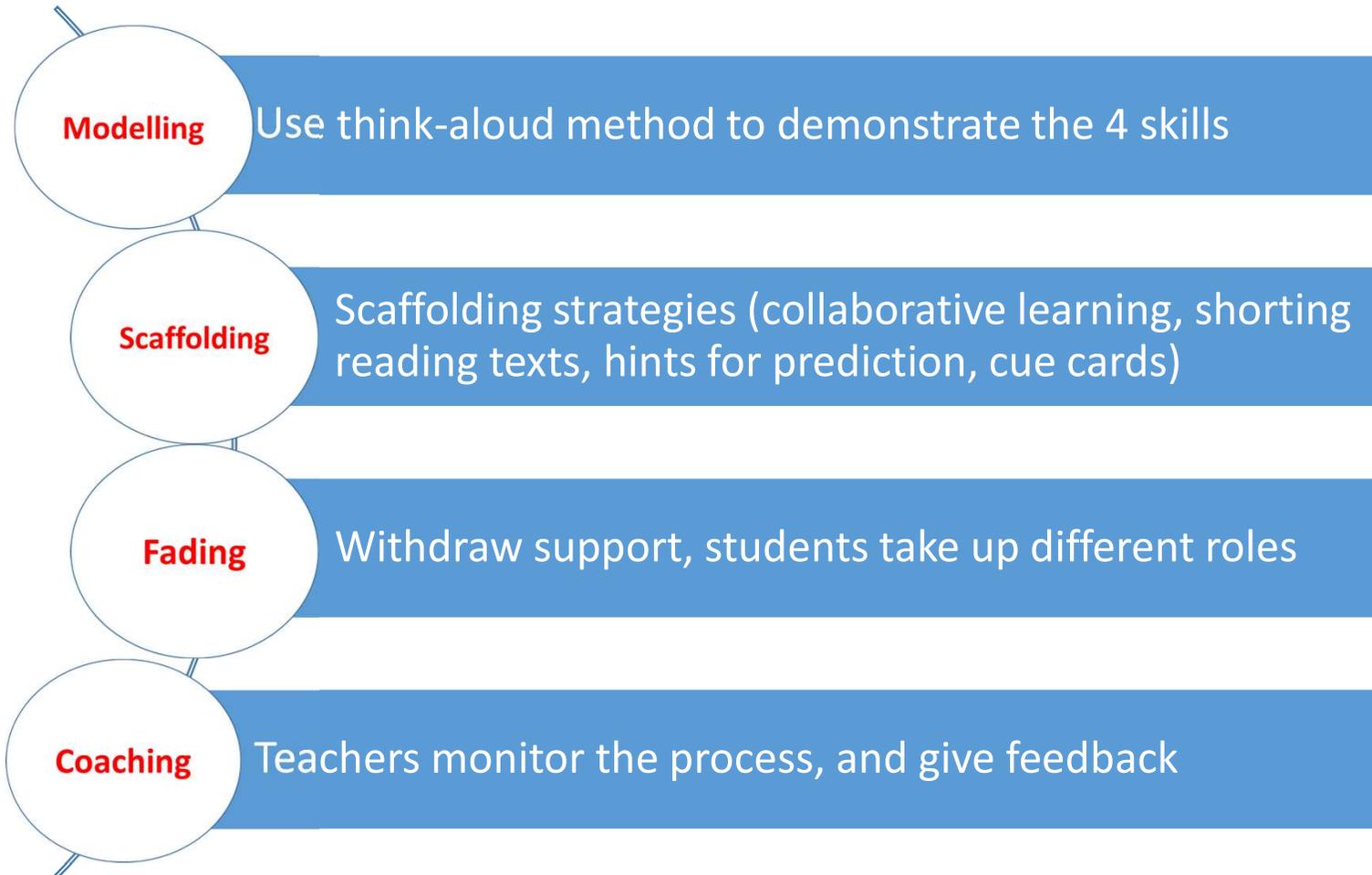
Clarify
"I didn't get the (word,
Sentence, picture, etc),
so I..."

Summarize
"This was about..."
"I learned..."
"First, next..."

Increase
students'
metacognition



Adopting the apprenticeship approach

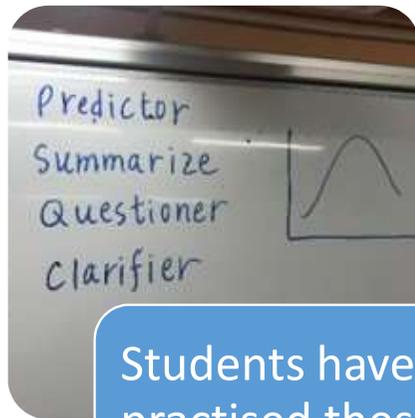
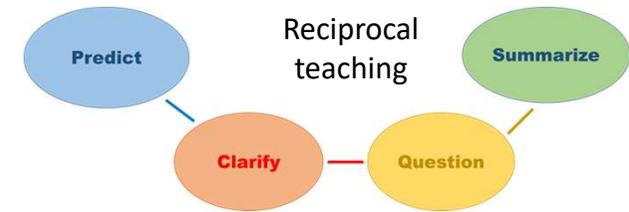


(Collins, Brown & Holum, 1991)

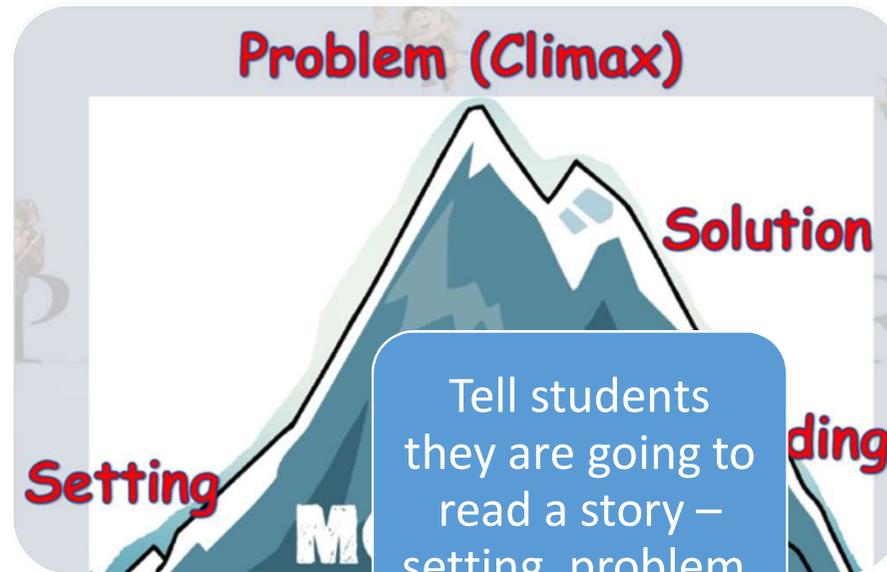
Promoting SDL in Reading



Teaching Procedures

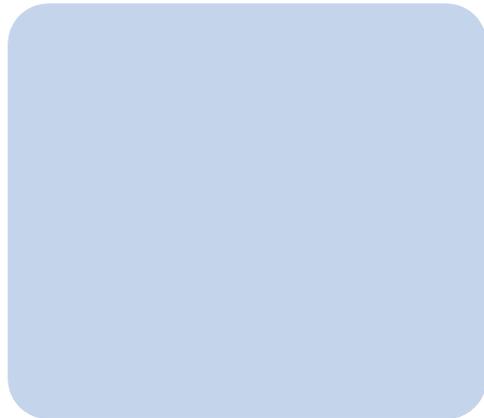
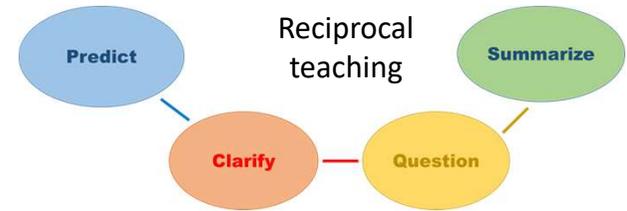


Students have practised these skills separately in other reading lessons



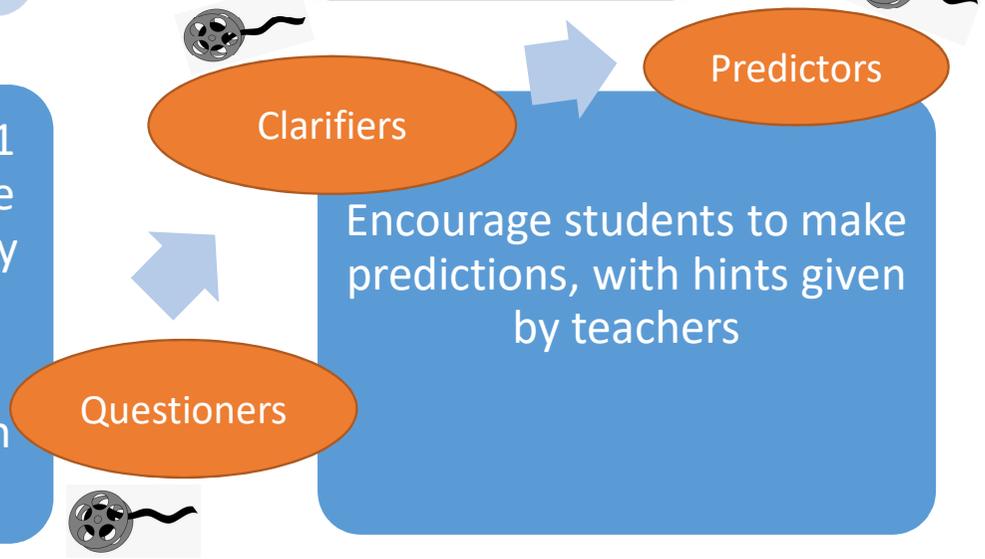
Tell students they are going to read a story – setting, problem, solution and ending

Teaching Procedures



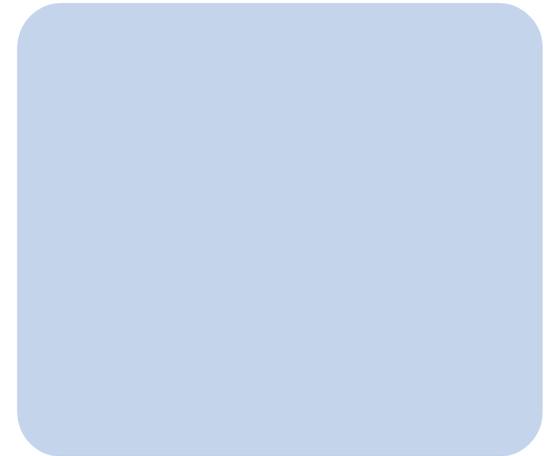
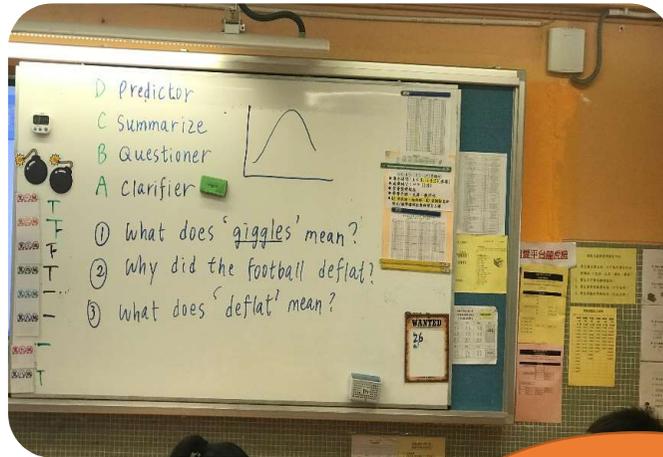
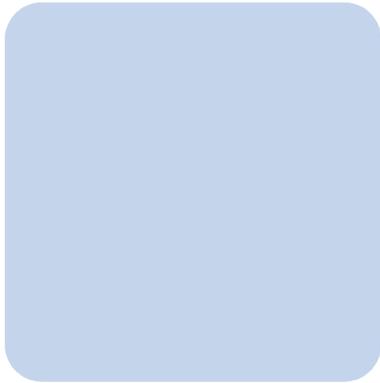
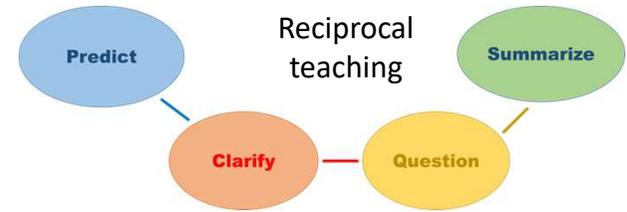
The children brought raw chicken wings and could not find fire to cook them.

Students read page 1 (the beginning of the story) independently
They set questions (questioners) and answer questions on their own (clarifiers)



Students share predictions in class

Teaching Procedures



Questioners

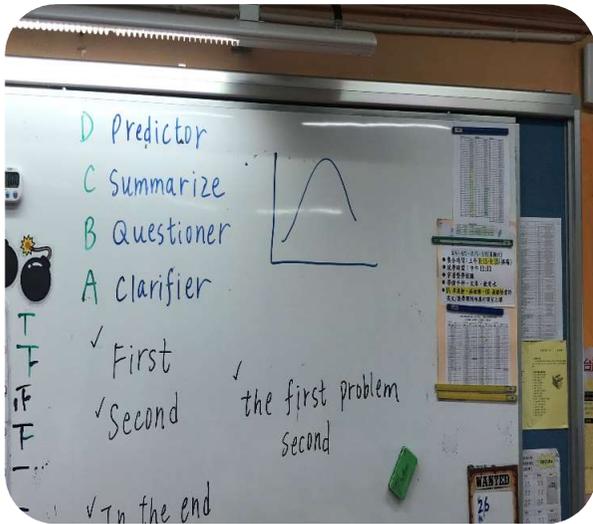
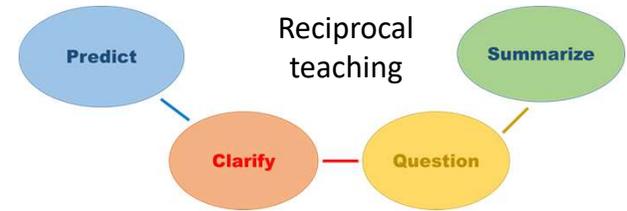
Clarifiers

Students read page 2 to prove or disprove predictions

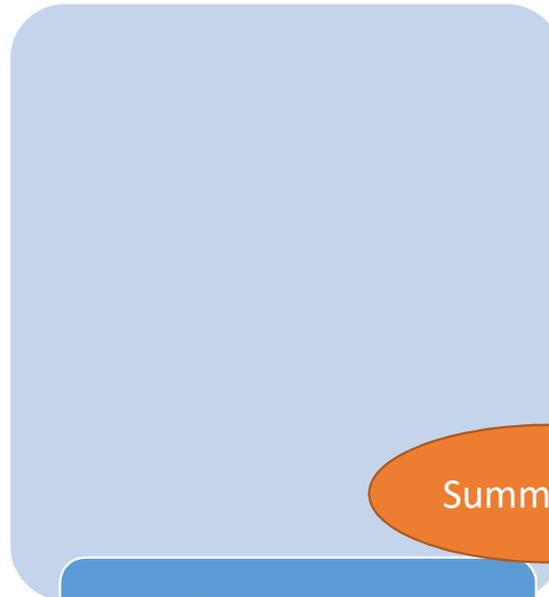
Students take up the role of questioners, each group set questions and share in class

Invite other groups to answer questions

Teaching Procedures



Remind students to use connectives when summarizing the story



Students practise summarizing skill in groups

Summarizers



Summarize the story in class

Recap the strategy – reciprocal teaching



Teacher's Reflection

- Students **participate actively** in the reading process
- Teachers as **facilitators**
- Demonstrate explicitly how skill application **help decode** the text
- Allow student to coach each other to **monitor, evaluate and improve** their own learning

Literacy Strategies Within an SDL Framework

- Promoting SDL in writing



A high-SDL classroom

assigning students tasks that are **open ended**

providing students with **appropriate instructional support**, helping students acquire 'the **domain and strategy knowledge** they needed to complete the tasks independently'

offering students **choices** and involving them in **evaluating their own or others' work**

Perry (1998)

From reading to writing

Textbook: Longman Elect
Module: Caring for others
Unit: Helping our world
Chapter 4: Making a difference

Textbook

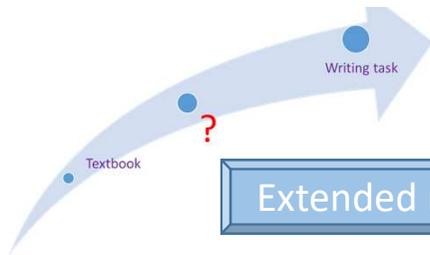
Vocabulary input: collect old toys/books, run a second-hand stall, visit an old people's home
Language focus: either...or, neither...nor, Shall we...?
Text type: formal letters, notes
Skill: Expressing preferences
Writing Task: Write a formal letter

Writing task

Yesterday you visited an elderly's home with your classmates. Look at the pictures and write a recount in 100 words.



1. 	2. 
3. 	4. 



Enriching the input



The passage was adapted from the source:
<https://www.chickensoup.com/book-story/36160/all-i-remember>

<p>How did the writer feel when he talked about his mum?</p>  <p>He felt sad.</p>	 <p>I felt like I was a lost child.</p>	<p>What is the story about?</p> <p>appearance action</p> 
<p>appearance</p> 	 <p>She smiled – a beautiful smile.</p>	 <p>She looked peaceful.</p>
<p>action</p> 	 <p>She nodded her head, as if she agrees with what I said.</p>	 <p>She tipped her head to one side, as though to agree with what I said about her suffering.</p>

Turning input from receptive to productive



Mini-writing Task

- Practise target vocabulary

Task design:

- Level 1: Sentence Level
- Level 2: Paragraph Level
- Level 3: Text Level

Autonomy:

Students choose their own target level

FW (9)

Date: _____

Read the following phrases and use at least 3 of them to write.

Day after day...Night after night...

grieved for

magnificent

I felt like I was a lost child.

looked peaceful

tipped his/her head to one side

he/she smiled – a beautiful smile

engraved on my heart

The love we give and receive is all that matters.

Challenge Yourself!

Level 1:

Use the phrases to write sentences

Level 2:

Use the phrases to write a short paragraph

Level 3:

Use the phrases to write a short story

Writing task

Extended reading

Mini-writing task

Textbook

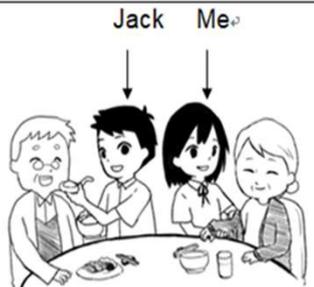
Preparation before writing

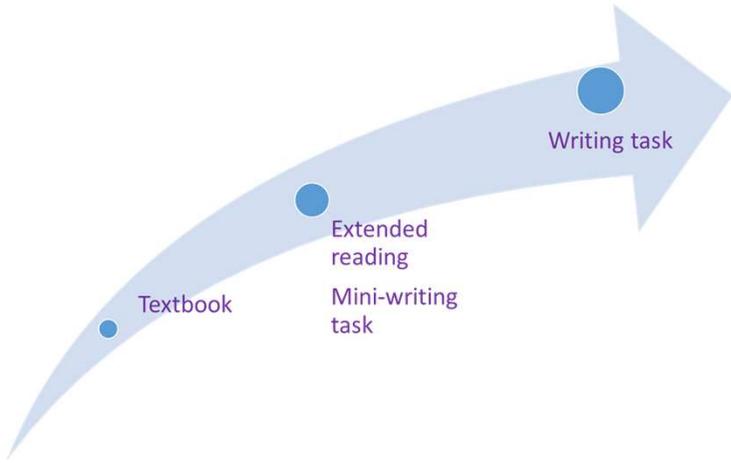
Yesterday you visited an elderly's home with your classmates. Look at the pictures and write a recount in 100 words.



Pre-writing Task:

1. Watch a YouTube video about "How to write recount writing"

1. 	2. 
3. 	4. 



Preparation before writing

Pre-writing Task:

2. Collect relevant words in the notebook and share in class



Post-writing Lesson

Check your writing and tick (✓).

Writing Checklist	
. Introduction, main body and concluding paragraph	✓
. Past tense (liked, loved, went, ...)	
. First person (I, my, me, we, myself, us)	
. The events are in chronological order	
. Time connectives (firstly, later, meanwhile, finally, ...)	
. Personal thoughts / feelings / a lesson learnt	

- ✓ Task-specific
- ✓ Self-assessment checklist

Teachers' reflection

Helping students become self-directed learners is a **long-term process**.

Students had **strong learning motivation**, this provides an ideal environment to promote SDL.

Students demonstrated certain levels of **metacognition in reading and writing**.

Students' **improvement in writing** is more significant than that in reading.

Other SDL elements such as **planning strategies and resource management strategies** can be included.

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