

Promoting self-directed learning through the use of anchor charts and recycling of target skills

Target:

P.4 English Language

Rationale:

Language learning proceeds gradually through repeated exposure and practice, and thus revisiting the language skills or recycling the target skills encourages effective learning. In addition, with the help of anchor charts, students are able to recognize learning goals and review concepts and skills taught before. Teacher can provide opportunity for students to demonstrate linguistic competency with visual input that guarantees success. In such setting, students' "will" and "skills" are strengthened and teachers of the school are equipping themselves with strategies that enhance self-directed learning.

Strategies and Impacts:

i) Recycling target skills to promote effective learning

During the lessons, students learnt how to present ideas with the help of the graphic organizer (chosen here the "OREO"), in the unit on "Old Hong Kong" (Fig. 1). Comparing life in the old days and that of modern Hong Kong, students tried to discuss and present their main ideas or opinions with supporting examples and explanations and engaged in think-aloud process when following the process (Fig. 2).

After the lessons, teachers observed that by providing another opportunity for students to recycle the skill in the unit would help to consolidate what students had learnt previously. The post-learning task required students to explain what SMART goal they had chosen and explained why it was such a choice. (Fig. 3 and 4) Most students demonstrated that they had mastered the skill of presenting opinions in this spiral learning process.

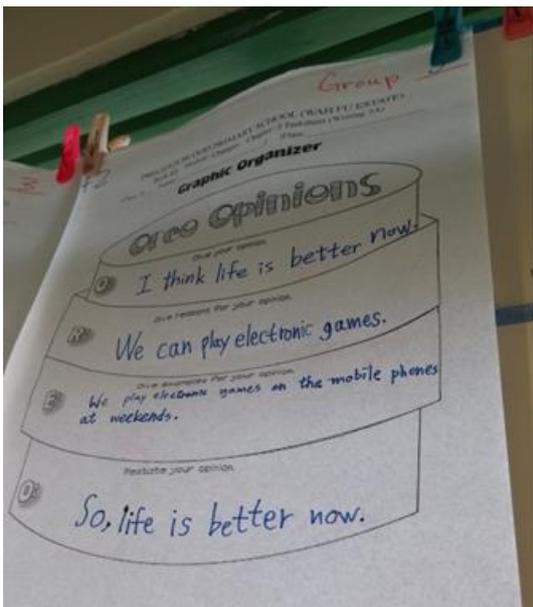


Fig. 1 Graphic organizer "OREO"



Fig. 2 Students using graphic organizer

Area	Marks
Reading	78/80 (98/100)
Writing	18/20 (90/100)
Listening	100/100
Speaking	80/100
Dictation	100/100

Goal: I'll get 90 marks in Speaking.
Resolution: I'm going to speak to Mr. Harvey every day for 5 minutes.

Fig. 3 Pre-learning tasks to set the learning objectives

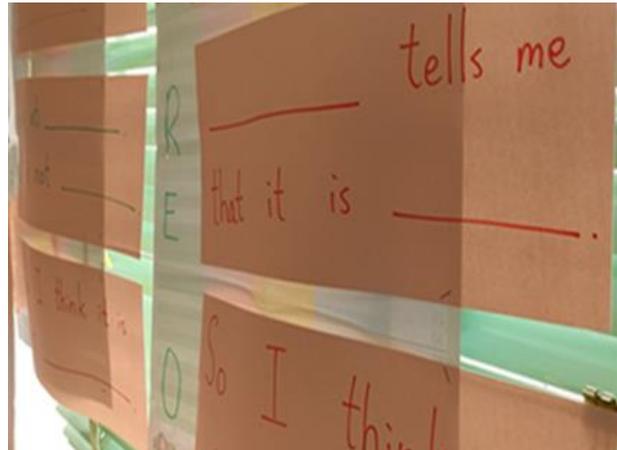


Fig. 4 Post-learning tasks that allow students to recycle target skills

ii) Using anchor charts to assist learning and cater for learner diversity

Strategic help-seeking is one of the important attributes in self-directed learning, and students need to seek useful learning resources to assist their own learning. In a classroom of mixed ability, teachers need to set up routines and provide inputs to help students build up the help-seeking skill. Besides their peers (Fig. 5), anchor charts are very effective and convenient means to assist student learning (Fig.1, 3, 4, 6). Teachers demonstrated the effective use of anchor charts which not only provided visual cues but also models for the less able students. The charts also showed teacher's expectation on students and served as a tool for self-reflection on the learner. It is preferable for teachers to compose an anchor chart with the students for it explicitly shows the learning process and promotes learners' ownership of their learning.



Fig. 5 Help-seeking resources: Peer assistance

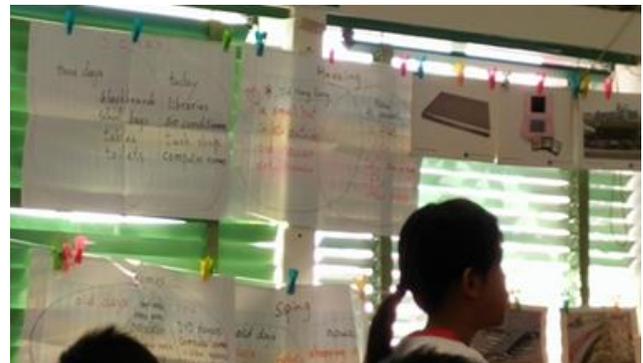


Fig. 6 Help-seeking resources: Anchor charts

iii) Dissemination of experience

To raise the awareness and understanding about self-directed learning in an English class, two internal sharing workshops were planned to foster professional development within the department. The first one was given as a feedback session after lesson observation and the second one was on experience sharing and planning for strategies that enhance self-directed learning. Teachers were encouraged to try the ideas that had been carried out in P.4 and reviews were discussed in the workshops. (Fig.7, 8) The dissemination was not only to help students to become self-directed learners but teachers too. The idea of recycling of target language skills and use of anchor charts to assist learning was well received among the panel members.

PRECIOUS BLOOD PRIMARY SCHOOL (WAH FU ESTATE)
Book 511 Module: Language arts Chapter: 1 Self Study Wk.1
Class P.5 A Name: Ho Hin Lam, Winston (71) Date: 26/03/2017 Self-study wk 1

Do you know the following words?
If you know the word, put a "✓".
If you are not sure about the word, put a "?" and check dictionary.
If you don't know the word, put a "0" and check dictionary.

Word	Parts of speech	Meaning	
fable	Noun	✓	a short story that teaches a moral lesson
thruster	Noun	?	
crust	Noun	?	a large, strong, black, thick, outer part of bread
heak	Noun	✓	
feathers	Noun	✓	
fortunately	Adverb	?	used to say that it is a good thing that something has happened
groin	Verb	?	to make a long deep, narrow groove
shove	Verb	?	to push the forward that is always in front
leap	Verb	?	to jump high into the air
ladder	Noun	?	a pair of steps used for climbing
pretend	Verb	?	to have an idea of something in your mind

PRECIOUS BLOOD PRIMARY SCHOOL (WAH FU ESTATE)
ENGLISH TASKSHEET (B4)
Class P.5 Name: Wai Ka Yu (20) Date: 15th March 2017
Help your friends match the sentences for Q1-3. Complete the sentence for Q4.

- I did not do my homework.
- I drank five bottles of coke.
- I ate three big hamburgers.

1. I was hungry so I ate three big hamburgers.

2. I was thirsty so I drank five bottles of coke.

3. I was lazy so I didn't do my homework.

4. I was tired so I didn't tidy my bedroom.

Pre-learning tasks from other teachers after internal sharing

Pre-learning tasks from other teachers after internal sharing

Fig. 7 and 8 Teachers' own designs after internal sharing

Acknowledgements:

Precious Blood Primary School -Wah Fu Estate

References:

OREO Organizer - Free online resource saved from <http://www.classroomfreebies.com>