From Reading across the Curriculum to Self Directed Learning

28 November 2015

Outline

- Reading across the curriculum (RaC)
  - Read-to-learn competence in English
- Self directed learning (SDL)
- Relationships between RaC and SDL
- Role of school
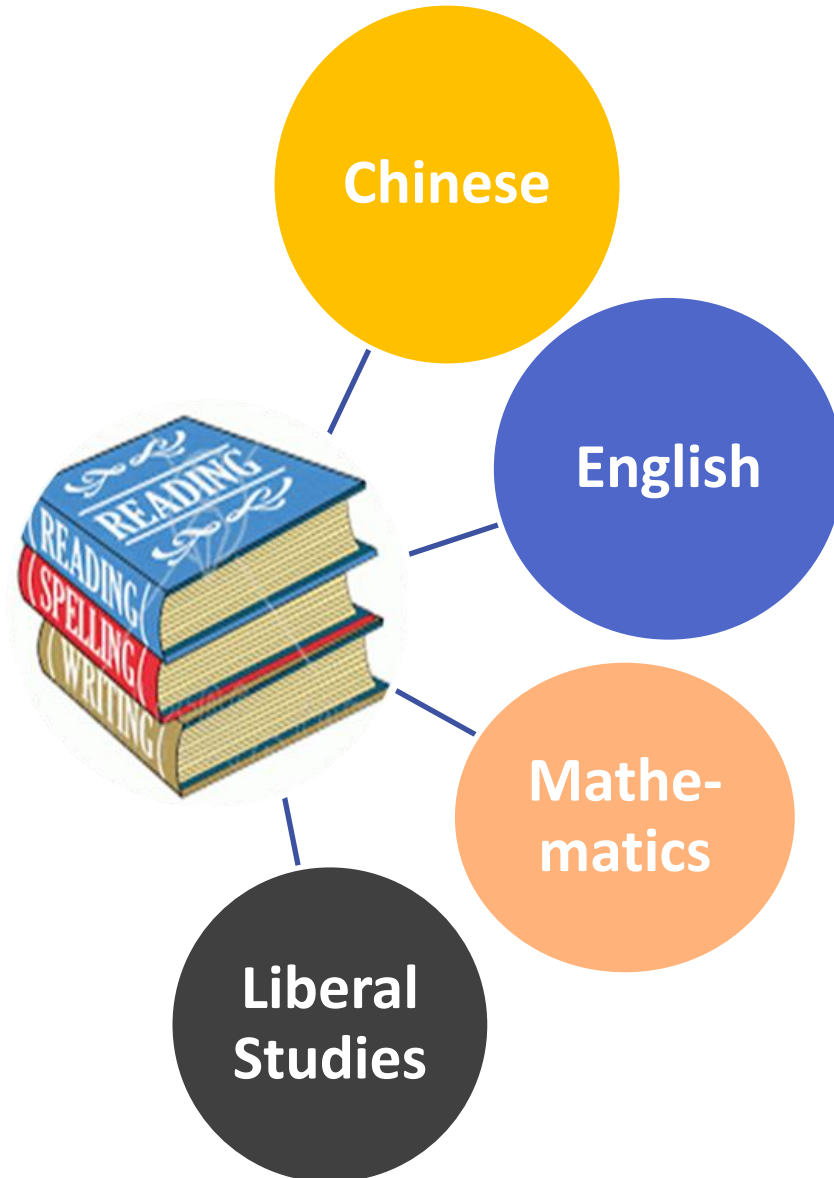 - Getting students ready for self-directed learning by promoting reading across the curriculum

Reading

- Books – reading materials
- One of the three R_s in schooling
- Core skills in school curriculum
- An end – learn how to read
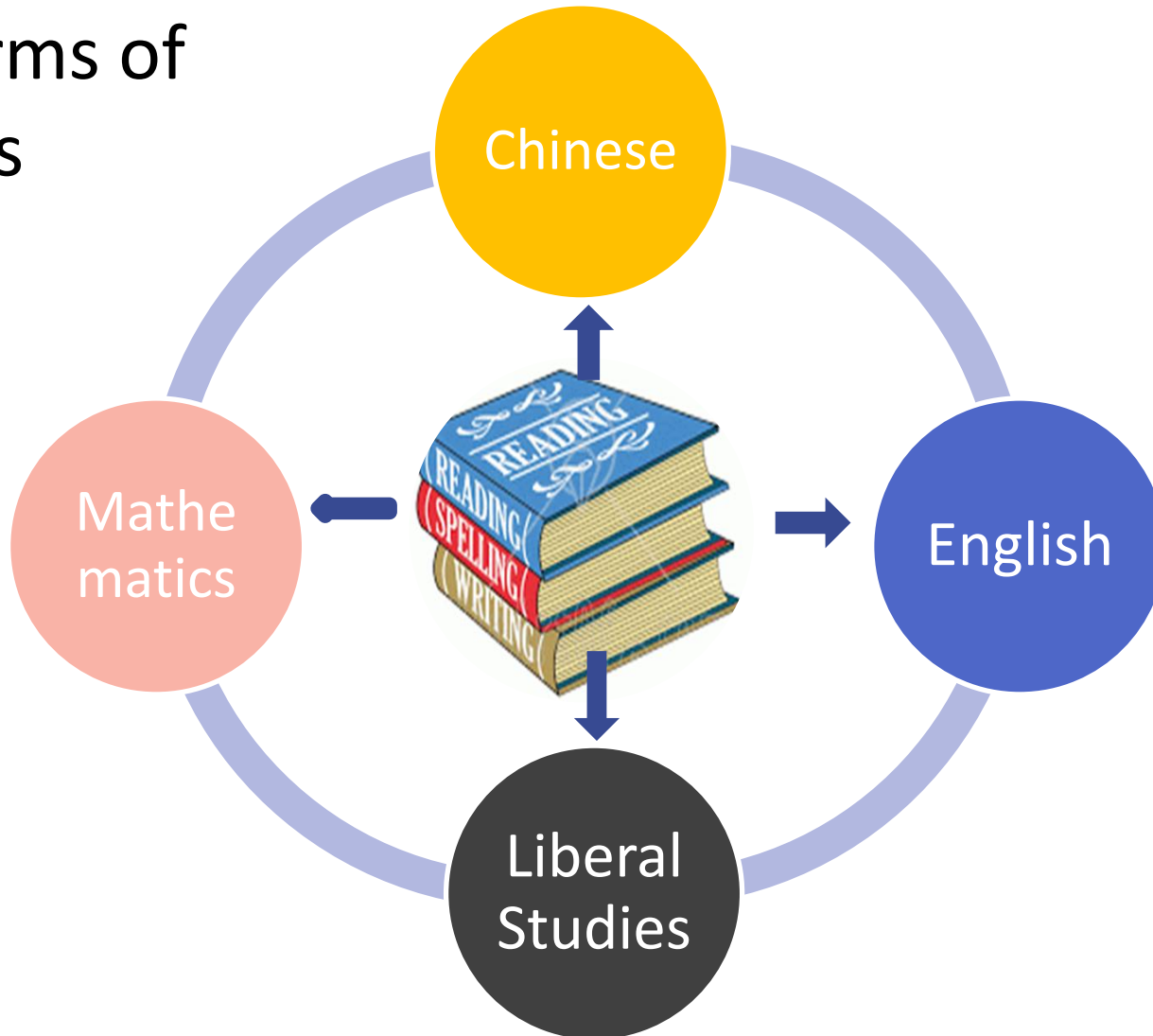- A means – tool of learning – read to learn
- Hobby
- …….

Reading across the Curriculum and Read-to-learn Competence
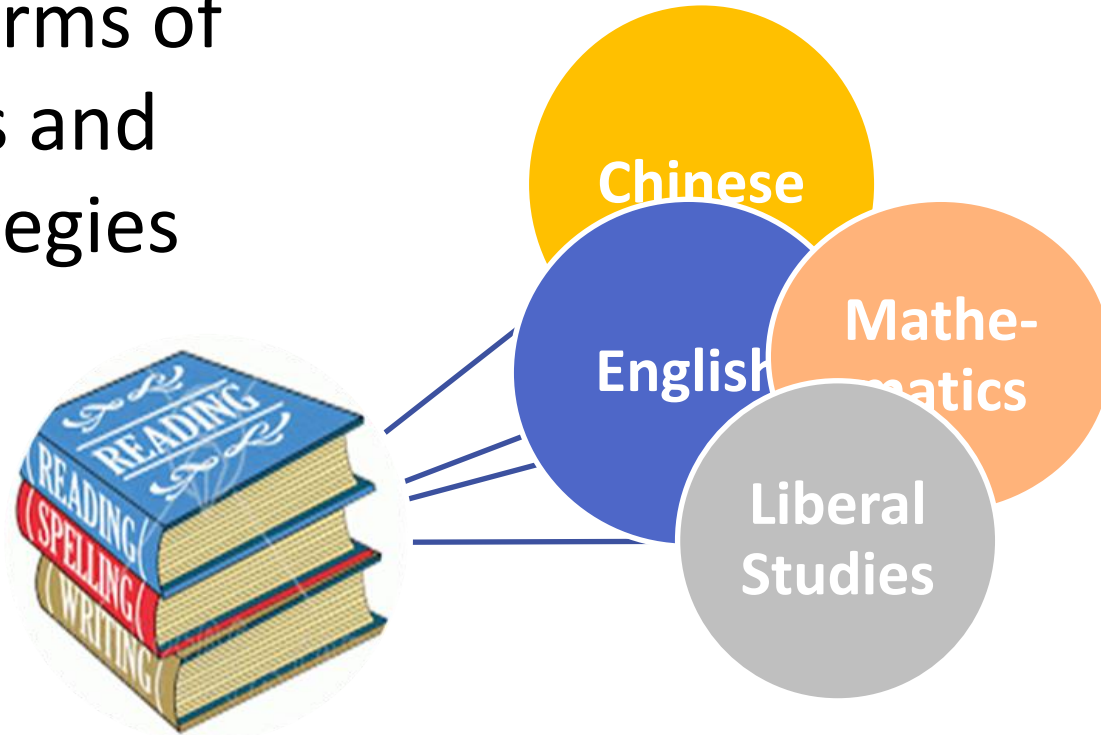
Reading <u>for</u> the curriculum

Reading <u>across</u> the curriculum

In terms of topics

Reading across the curriculum

In terms of skills and strategies

Chinese

English

Mathe-matics

Liberal Studies

Any common elements in reading across the subjects?

Do we need to teach these common elements in each subject?

Reading across the curriculum (L1)
(UK - Statutory requirement for use of LAC)

- Pupils should be able to read with understanding, to locate and use information, to follow a process or argument, to summarise, and to synthesise and adapt what they learn from their reading.

- Pupils should have the technical and specialist vocabulary of subjects and how to use and spell these words.

Department for Education and Skills and Qualifications and Curriculum Authority. (2004). *The National Curriculum Handbook for Secondary School teachers in England.* UK

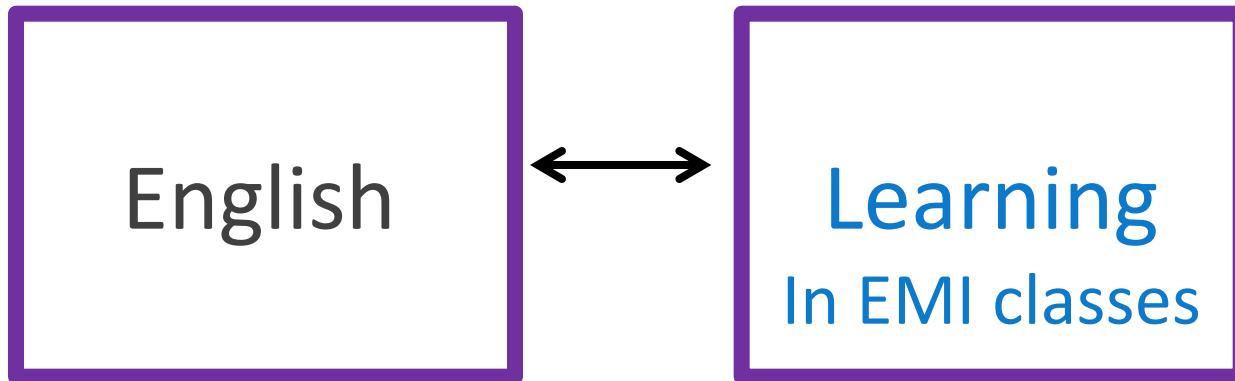# Academic Literacy

- The abilities to read and write for academic purposes

| Language | ↔ | Learning |
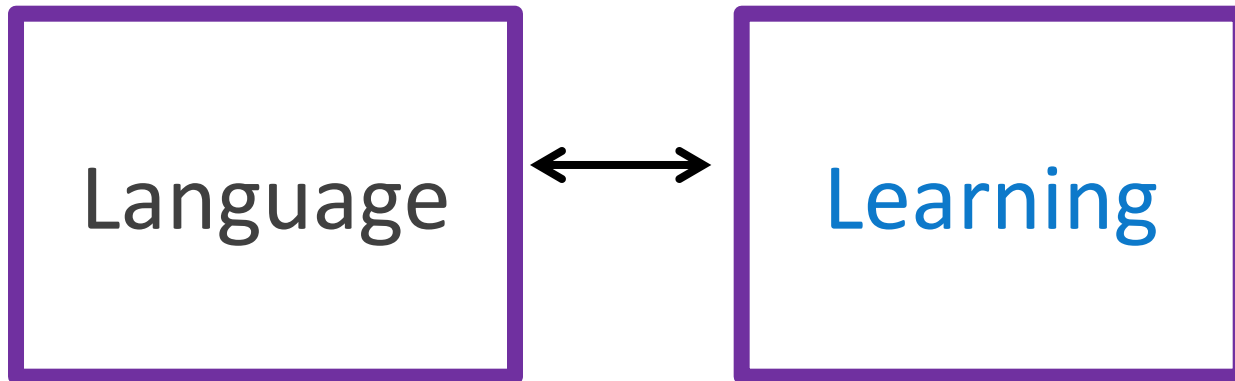
Academic Literacy in a second language

- The abilities to read and write in English for academic purposes

English ←→ Learning
In EMI classes

Student needs for academic literacy

Types of students (secondary schools)	Types of MOI	Needs for academic literacy (L1 <Chi> and / or L2 <Eng>)
EMI students	EMI	?
CMI students	EMI classes CMI classes	?
	CMI	?

Role of school

- To ensure students have the abilities to read and write in English and /or Chinese for learning purposes.

- Read-to-learn competence
- Write-to-learn competence

Reading development

☐Herber & Herber (1993)
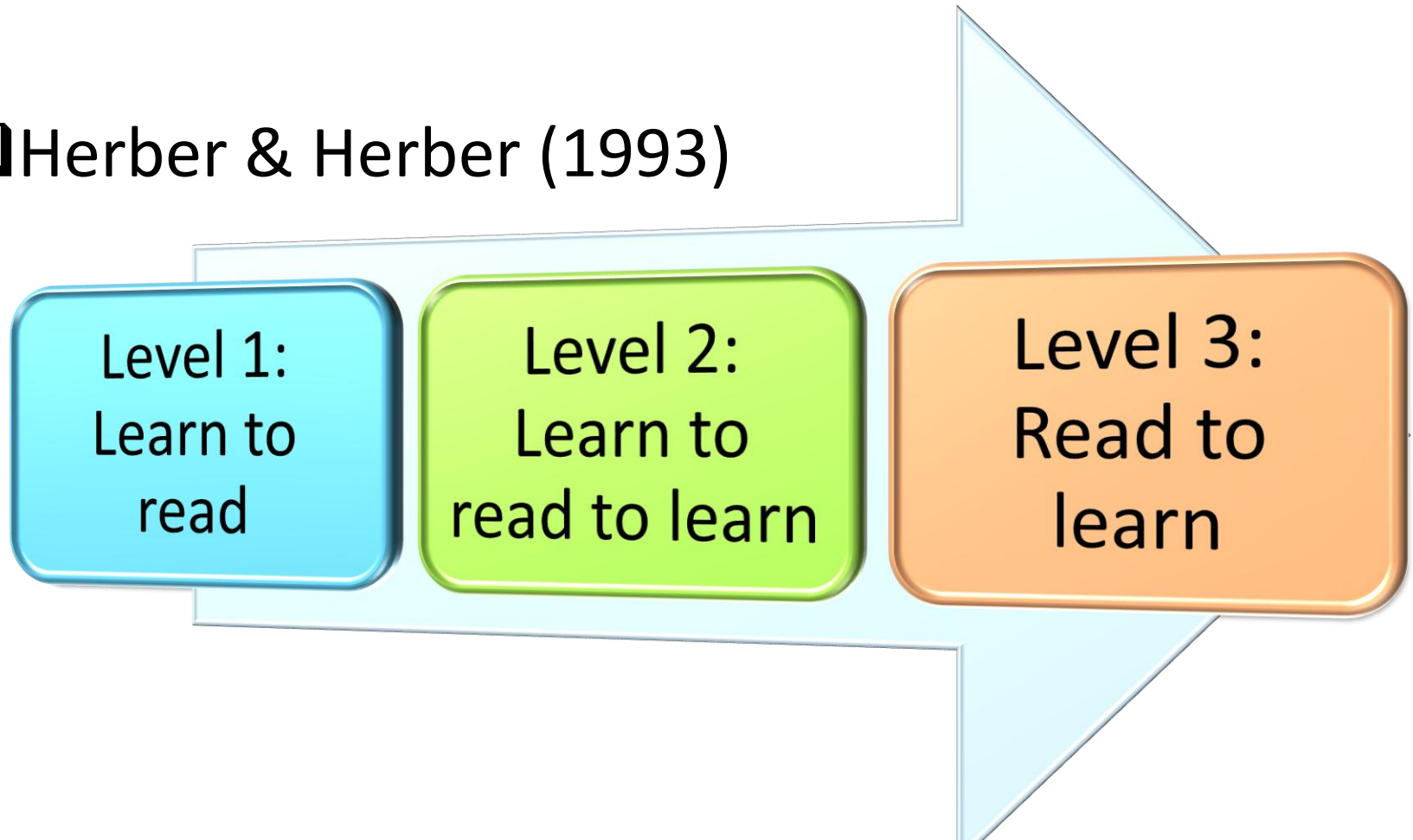
Level 1:
Learn to
read

Level 2:
Learn to
read to learn

Level 3:
Read to
learn

Herber, H.L. and Herber, J. (1993). *Teaching in content areas with reading, writing, and reasoning*. Boston, MA: Allyn and Bacon.

Read-to-learn competence

❑Herber & Herber (1993)

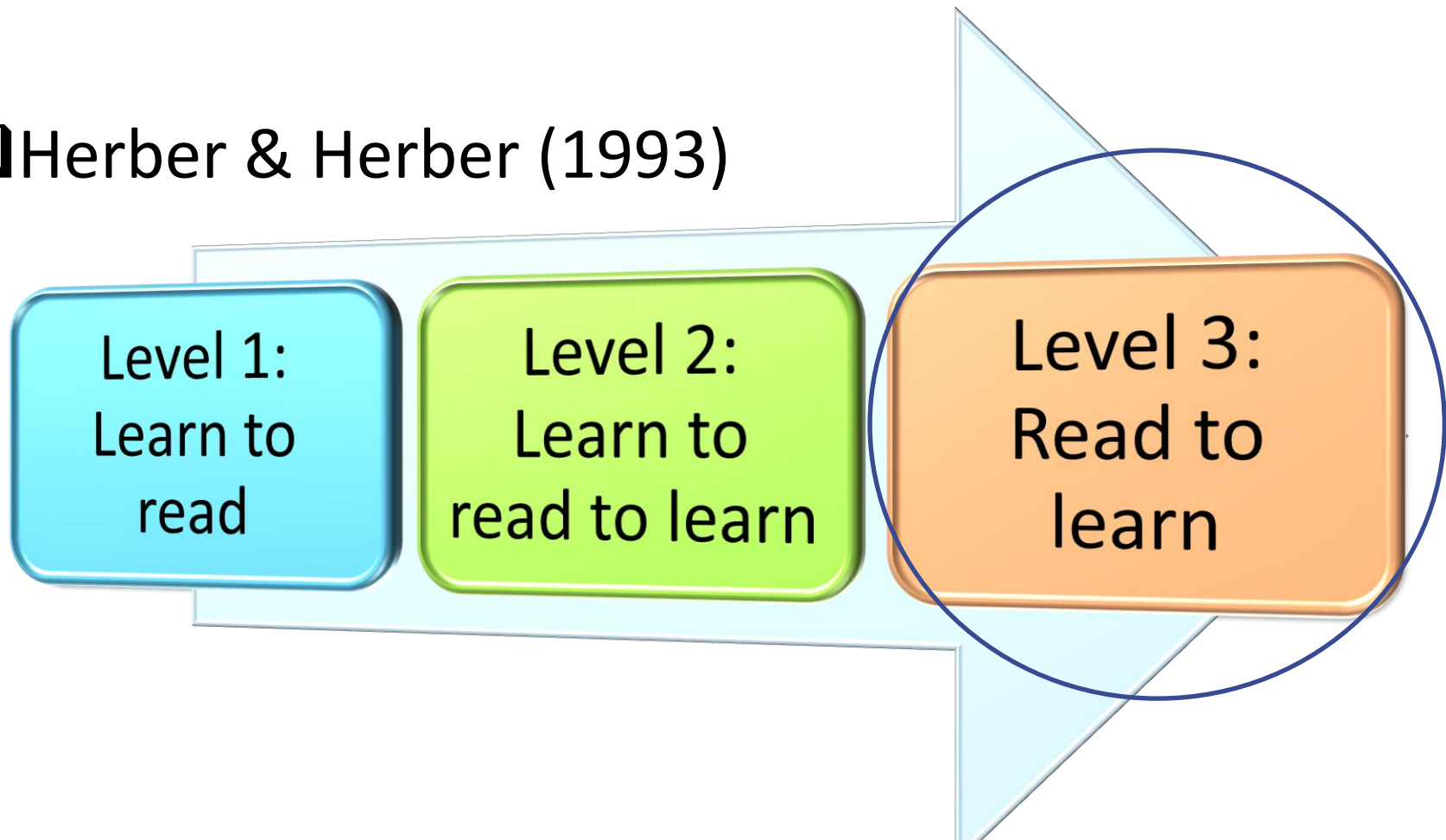|		
Level 1: Learn to read	**Level 2: Learn to read to learn**	**Level 3: Read to learn**

Herber, H.L. and Herber, J. (1993). *Teaching in content areas with reading, writing, and reasoning*. Boston, MA: Allyn and Bacon.
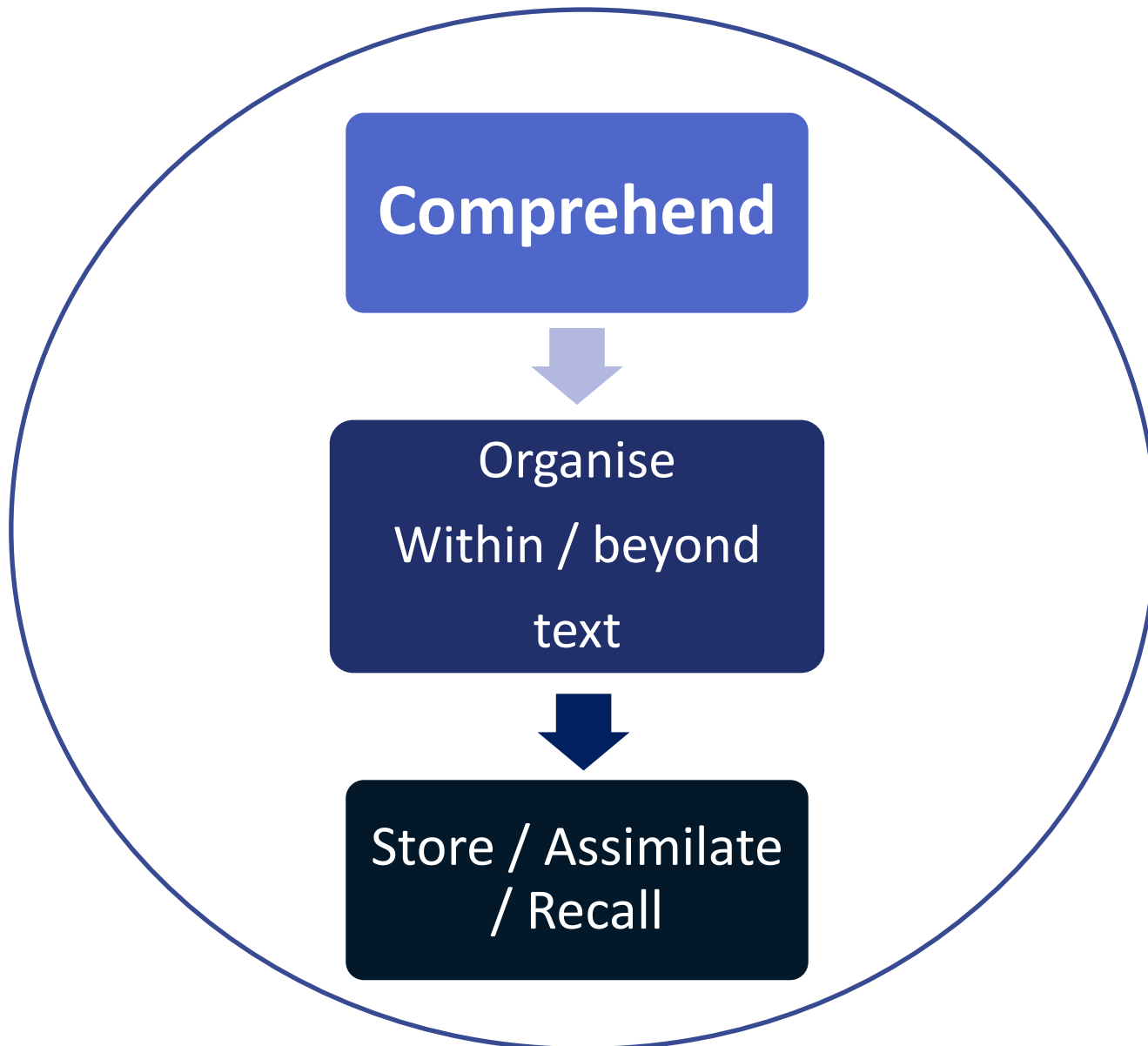
Read-to-learn

Comprehend

Organise
Within / beyond

text

Store / Assimilate
/ Recall

Reading across the curriculum is useful in ..

- Enhancing motivation to read
  - A reason to read
  - Read for meaning – knowledge acquisition
- Enhancing interest in reading
  - Variety of reading materials
  - Variety of topics

- Helping learners connect learning experiences in different KLAs
  - a wider, technical and specialised vocabulary
  - more advanced reading (and writing) skills
  - specific information structures to organise ideas
  - distinctive mode of analysis

Self Directed Learning (SDL)

A definition (Knowles, 1975)

a process - individuals take the initiative (with or without the help of others),

- diagnosing their learning needs;
- formulating learning goals;
- identifying human and material resources for learning;
- choosing and implementing appropriate learning strategies; and
- evaluating learning outcomes.

Knowles, M. S. (1975) *Self-directed learning: A guide for learners and teachers.* US*:* Prentice Hall.

A definition (Knowles, 1975)

a process - individuals take the initiative (with or without the help of others),

- diagnosing their learning needs;
- formulating learning goals;
- identifying human and material resources for learning;
- choosing and implementing appropriate learning strategies; and
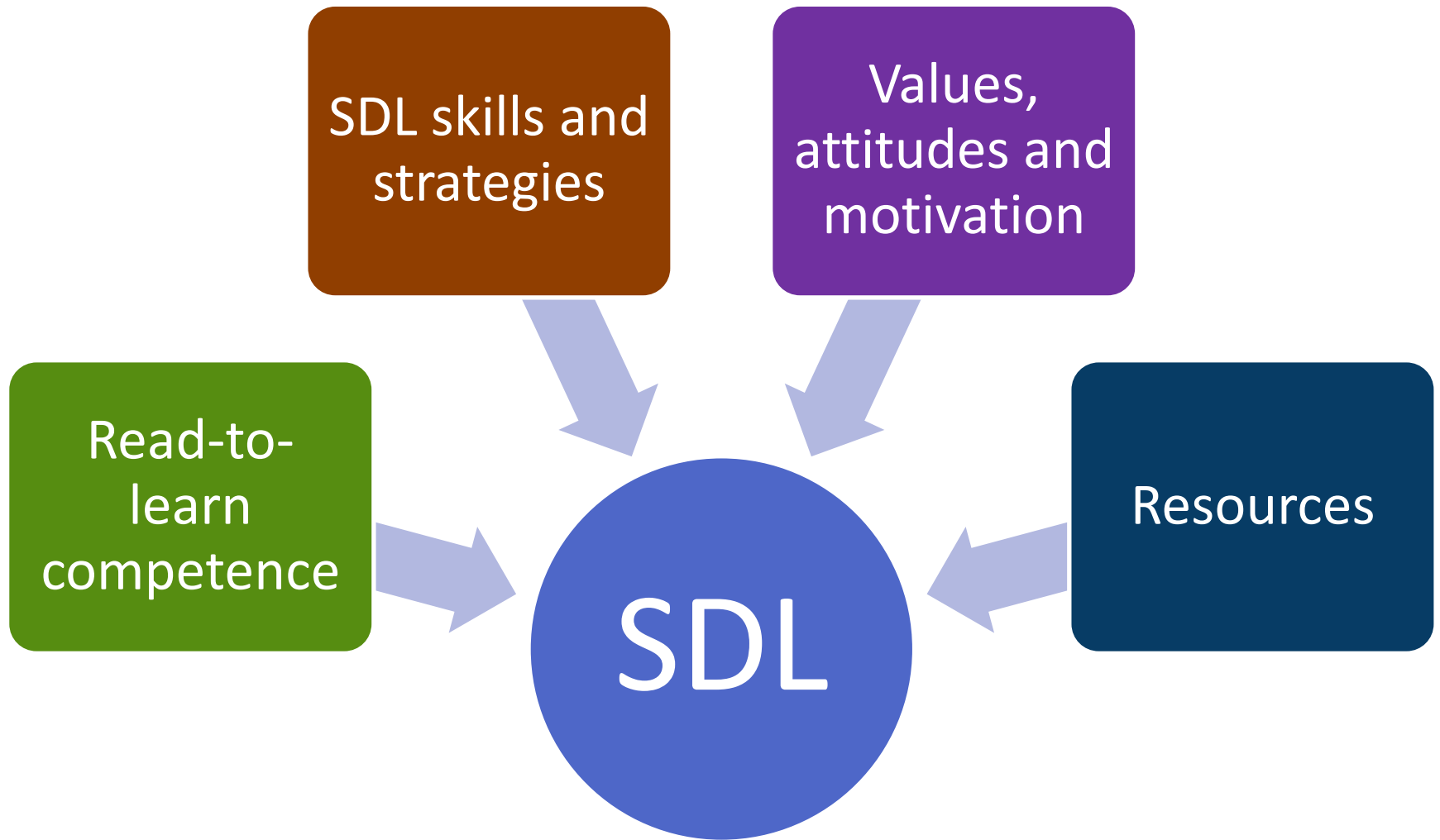- evaluating learning outcomes.

Self directed learning

Characterised by

- Learner-centredness
- Ownership
- Self control
- Self monitoring
- Personal autonomy
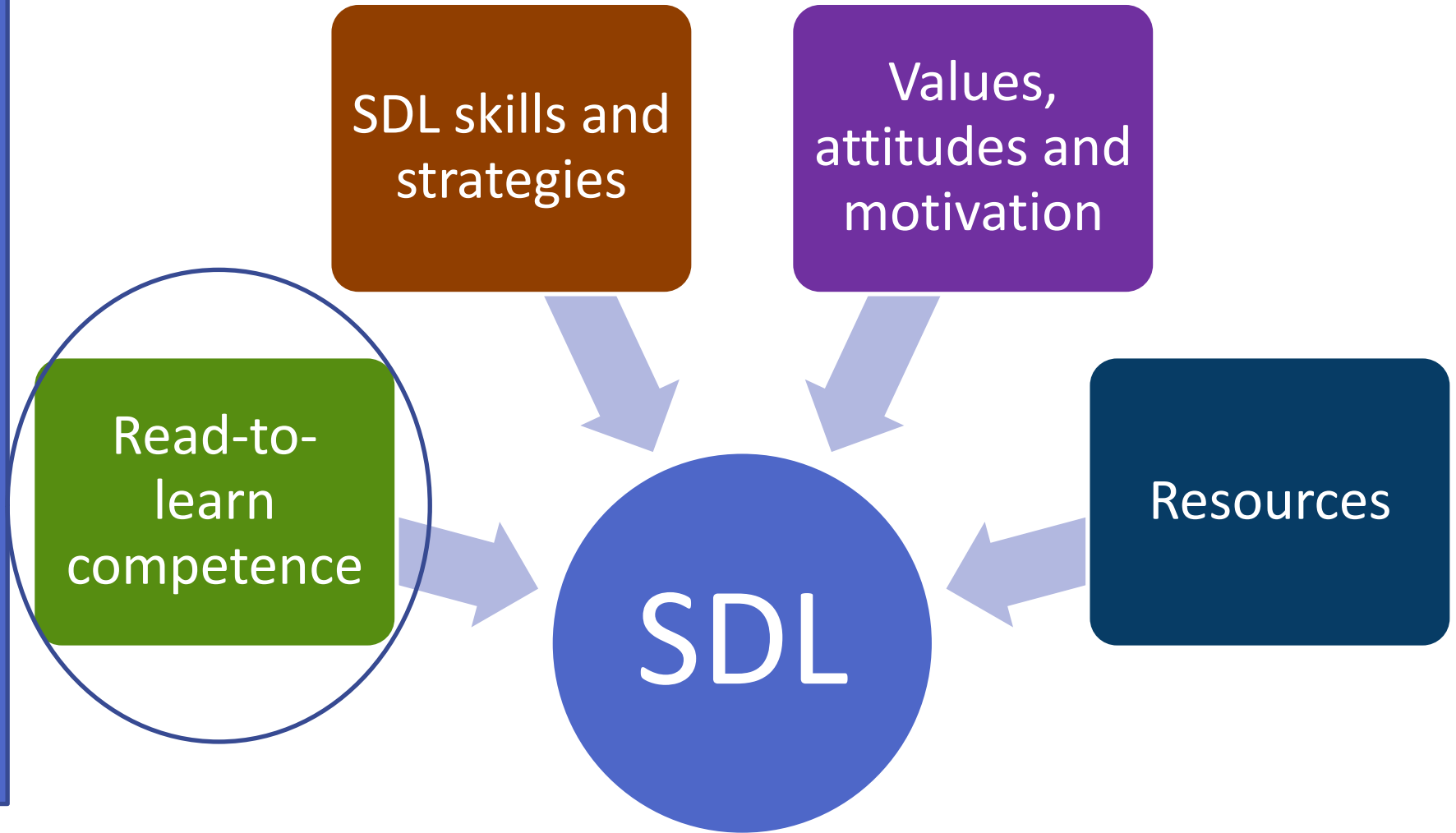- Sense of agency
- Motivation

Self directed learning

- Addressing individual differences
- Capitalising on the potentials of learners
- Extending learning beyond the classroom and school curriculum
- Facilitated by massive information accessible via internet

Promoting SDL in school

SDL skills and strategies

Values, attitudes and motivation

Read-to-learn competence

Resources

SDL

Promoting SDL in school

SDL skills and strategies

Values, attitudes and motivation

Read-to-learn competence

Resources

SDL

RaC and SDL

- RaC is a prerequisite for SDL

- Read-to-learn competence facilitates SDL

RaC and SDL

	RaC	**SDL**
Goal	Building knowledge	Building knowledge
Input	Reading materials (specified by teachers or self selected)	External sources, self-selected, mostly written input
Support from teachers	More	Less (depending on stages)
Motivation to read	Yes	Yes

	RaC	SDL
Skills and strategies	•Read-to-learn skills and strategies •How to choose reading materials •Identify reading goals •Making connections among different texts / with prior knowledge and experiences	•Read-to-learn skills and strategies •How to choose reading materials •Identify reading goals •Making connections among different texts / with prior knowledge and experiences •Identify learning gaps •Identify learning goals •Identify tasks to achieve goals •E-learning skills •Metacognitive learning strategies •Time management skills, etc.

Role of school

Enhance read-to-learn competence

- Reading across the curriculum programme
  - At which level?
  - What to teach?
  - How to teach it?
  - Who is going to teach it?

Emphasis of RaC

- Read a variety of texts on a variety of topics
  - Fiction
  - Informative texts
- Massive reading materials
- Read-to-learn skills and strategies