

EDF 1205 Assessment Task 2

Week 6 - Creating the picture story book/ Learning about the genre

To construct the understanding of genre, storybook can support students' literacy learning because of its rich and creative context, which allows students explore the themes and enhances their literacy skills at the same time (Lenters & Winters, 2013). The picture storybook "Milk and Tea" will be a teaching material used to teach the structure of narrative genre, because it is bilingual and it contains a lot of descriptive vocabulary used to expand students' vocabulary and expression ability. Students will be asked to label the stages of the "Milk and Tea" with the teacher's assistance, it is the process of modeling a text. Students can realize the necessary elements for writing texts from this activity. It can be proved in Holliday's research (2009), the students need to know how to construct a structure of texts before they start writing. Therefore, it is essential for the students to have basic knowledge of structure at the beginning of the learning genre.

References

Holliday, M. (2009). Exploring Text Structure. *Strategies for Writing Success* (pp. 40-48).

Australia: Primary English Teaching Association.

Lenters, K., & Winters, K. (2013). Fracturing Writing Spaces: Multimodal Storytelling Ignites

Process Writing. *The Reading Teacher*, 67(3), pp.227-237. doi:10.1002/TRTR.1210

Week 7 – Building the Field

After knowing the basic structure of the narrative genre, students are going to explore the text deeply. They need to understand the text first and make their own meanings. According to Edwards-Groves and Davidson (2017), interaction and adults' assistance benefit students' learning and improvement. To assist students to understand the text, the teacher emphasizes the keywords and the facial expressions of the characters when he is reading. After that, students are asked to discuss the main idea, intentions of the author and theme. They learn new ideas of the text from their peers, which expands their understanding of the world. Roleplay, as another form of interaction, will be done in the class. Regarding the text

"Milk and Tea", during the activity, students can experience cooperation by themselves. Through the experience, their understanding of how metaphorical milk tea explains friendship can be improved. Thus, interaction and teachers' assistance play important roles in students' field building.

References

Edwards-Groves, C., & Davidson, C. (2017). Children's talk and interaction in the dialogic classroom. *Becoming a meaning maker* (pp.11-32). Australia: Primary English Teaching Association Australia.

Week 8 - Supported Writing

At this stage, students have learnt some basic knowledge of the narrative genre and they are going to create new stories with the teachers' guidance. An important aspect of Bearne and Reedy (2018) is scaffolding learning plays a crucial part in students' writing progress. Therefore, the teacher is going to guide them to come up with different ideas of settings, which gives students examples of what they can use in their writings. Rossbridge and Rushton (2015) claimed that joint construction can also support students writing because it provides students opportunities to improve their own literacy skills, such as similes and hyperboles, with assistance. The teacher can invite the whole class to modify the text "Milk and Tea" together. Students can see the original text so that they know what kind of words should be written in particular sentences. At the same time, they can come up with other suitable words to replace them, which is a process of expanding their expressing skills as well.

References

Bearne, E., & Reedy, D. (2018). Subject Knowledge and Classroom Practice. *Teaching primary English* (pp.308-317). England: Routledge.

Rossbridge, J., & Rushton, K. (2015). Writing to Evoke Feelings. *Put it in writing* (pp.44-56). Australia: Primary English Teaching Association Australia.

Week 9 – Independent Writing

After supported writing, students have had overall views of writing narrative texts. To assess students' understanding, students are required to re-create their narrative based on the short paragraphs they have created at the beginning of learning narrative genre. They can delete, change or improve their language after the construction learning. According to Holliday (2009), it is essential to give students enough time to write a text, so continue working on the work they have done before saves a lot of unnecessary time. Students are required to work on their stories independently. However, when some students still have trouble with writing, the teacher can group the students who have similar problems together and provides them with opportunities to discuss with peers. I agree with what Holliday (2009) talked about, he considered working with peers can not only help students arrive the answers but also enable them to explore other people's possibilities and advantages. Therefore, I believe students can improve their independent writing with fewer teachers' help.

References

Holliday, M. (2009). Guided Writing and Independent Writing. *Strategies for Writing*

Success(pp. 49-57). Australia: Primary English Teaching Association.

Holliday, M. (2009). From talking to writing. *Strategies for Writing Success* (pp. 9-17).

Australia: Primary English Teaching Association.

Week 10 – Assessment

Holliday (2009) stated that assessment enables the teacher to know what level the students have achieved and what the teacher needs to emphasize in the future teaching. The assessment also gives students feedback on what they have gained. Therefore, assessment plays a crucial role in the learning process. The students will be asked to create their own narrative story, which will be marked with the rubric. However, it is not a very formal assessment, they can edit their work by checking with the rubric and sharing with the peers. Students can realize what the standards are when they check the rubric. The peers can also provide suggestions about the stories from their points of view. During self-assessment and peer-assessment, the students will have a deeper impression of writing narrative texts. Therefore, I believe that although it is an assessment used to assess students' understanding, self-check and peer-share can give them more confidence and reduce some of their pressure on showing their understanding. After that, the teacher will collect students'

work and receives information about their teaching abilities and students' understanding from students' stories directly.

References

Holliday, M. (2009). Assessment for Writing. *Strategies for Writing Success* (pp. 61-62).

Australia: Primary English Teaching Association.

Week 11 – Final Reflection about the project

During the period of creating the picture storybook and completing the curriculum plan, I learn that the attitude and the goal of the group members toward this task play crucial roles in the group task. Only when everyone in the group wants to achieve a higher score, can people have responsibilities and try their best to contribute to the task. On the other hand, understanding and respect are the fundamentals of group work as well. We should realize that everyone has his strengths and shortcomings, which benefits building a good relationship among members. A good relationship supports the members work as a group. The last but not least, schedule of accomplishing the task is also important. Before we start the task, we should have a clear plan first and members should follow it step by step. Because the plan splits the task into small sections and it can reduce the pressure of everyone, which may avoid some unnecessary arguments.

Personal Literacy Plan (~ 300 words equivalent in total)

Activity 1

Identified literacy area

When I read a passage, I needed to spend a lot of time checking the meaning of the vocabulary. Sometimes, I got in trouble when I could not understand the instructions that the

lecturer put on the powerpoint so that I didn't know what to do in the activities of the lecture. Hence, these facts keep reminding me that improving vocabulary is essential for my future study.

Strategies for Improvement

To expand my vocabulary, I read an English article about education, reality and entertainment from the internet every day. During the reading, I also take notes about the meaning of the difficult vocabulary, which enables me to memorize them afterward. Listening music is also a useful and entertaining way for me to memorize unfamiliar vocabulary.

Evidence of improvement

I can skim and receive some important information from the texts, which benefits previewing the textbooks before the class. During the class, as an international student, sometimes I felt confused about teacher's instructions before, but I feel more confident in understanding teacher and peers' word now. When it comes to writing the essay, I can use more difficult words than before.

Activity 2

Identified literacy area

I had trouble having conversations with people in English. I felt so nervous so that I could not speak a full sentence, which made me feel stressed in the class. It was hard for me to join in the discussion of the peers. Therefore, I believed I need to improve my English spoken ability and my confidence in speaking in front of the public.

Strategies for Improvement

I watch English movies to learn oral phrases and expressions. At the same time, I make friends with some students who were born in English-speaking countries and try my best to communicate with them, which can practice my English and improve my confidence in speaking English.

Evidence of improvement

Although I still can not speak English fluently and freely, I am able to start short conversations with my friends in English, and they can understand what I mean. The more important thing is, I have more confidence in discussion with tutors about my problems when dealing with the assignments than before.