

Seminar on “Integrating Metacognitive Instruction in the Second Language Writing Classroom”

Date: 11 December 2024 (Wed)

Time: 10:30-12:00

Venue: E4-1051, Anthony Lau Building

Language: English

Registration: Online Registration (<https://go.um.edu.mo/2kf12n6s>)

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Speaker:

Prof. Pauline MAK is an associate head and assistant professor in the Department of English Language Education at the Education University of Hong Kong. She has extensive teaching experience across elementary, sub-degree, undergraduate, and postgraduate levels. Her research interests encompass language assessment, second language writing, and second language teacher education. She has successfully secured several competitive external grants from a range of organizations, including the Research Grants Council (RGC), the Standing Committee on Language Education and Research (SCOLAR), and the Quality Research Fund (QEF). Her scholarly contributions have been published in international journals, such as RELC Journal, System and TESOL Quarterly.

Abstract:

The past few decades have seen a growing need to empower learners as active agents in the learning process, fostering their ability to learn how to learn and promoting lifelong learning. Learning is inherently an active process that involves students in thinking about their thinking or engaging in metacognition. Metacognitive writers demonstrate both an understanding and control over their cognitive processes, and possess the capacity to adopt metacognitive strategies to plan, monitor, and evaluate their writing to enhance the quality and effectiveness of writing. Research indicates that writers who are metacognitively aware tend to have an enhanced comprehension

of their strengths and weaknesses in writing, as well as a more accurate task audience perception. In view of the complex and recursive nature inherent in L2 writing, which necessitates strategic maneuvers of cognitive, metacognitive and affective processes, learners' writing achievement rests upon their development of metacognitive competence. Metacognition, however, does not develop automatically in students, and teachers play an instrumental role in fostering learners' metacognition through optimizing instructional effectiveness. This presentation aims to elucidate the theoretical underpinnings of metacognition in L2 writing, and to provide teacher educators and practitioners with practical ideas on how to integrate metacognitive instruction in the writing classroom to enhance students' metacognition.