

E-Learning Forum Asia 2009

Session 1.1
Theme: English Language
Enhancement

Facilitator: Prof Jonathan Webster
City University of Hong Kong



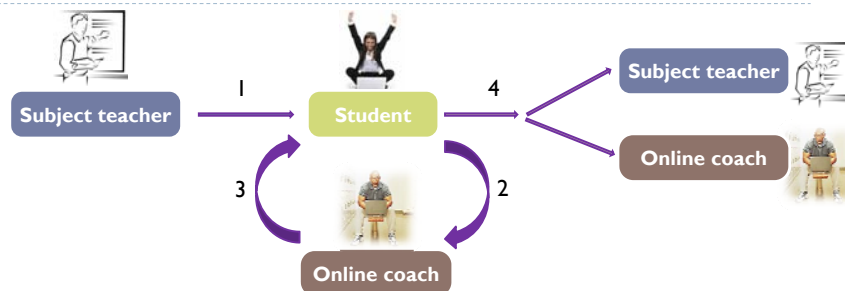
Introducing the LCC

Rationale

- ▶ Language enhancement **must come along side of (i.e. be a companion to)** a designated course which is part of the student's core curriculum.
- ▶ Students are made aware of the fact that their ability in English language writing goes hand-in-hand with their learning in their chosen discipline.



Involved parties & generic workflow



Key:

1. Gives an assignment
2. Submits a draft for feedback
3. Returns a commented draft
4. Submits a finalized assignment for marking



Blog-based interface in Bb

Assignment 3 Draft 1 Blog [\(permalink\)](#)

Post on March 16 2009 [\(permalink\)](#) - [edit](#) | [history](#) | [delete](#) |

Created on Tuesday, 03/17/2009 12:15 AM by
Updated on Wednesday, 03/18/2009 5:21 PM by

{Well done on your first draft. Field specific language is used and you've identified some important information. However, your summary lacks reference to the video where you got the information. It is VERY important in academic writing to cite your sources. The summary is also lacking in organisation. Topic sentences are missing and information is not adequately grouped. This feedback will focus on structure.}
{The video needs to be cited at the beginning of your summary!}

There are 5 kingdoms in the planet: Protista, Monear, Fungi, Plants and Animals. Fungi have a wide range of life form, mushroom, yeast and parasite. Mold. 60000 spieces are found up to now. They [\[This reference is unclear\]](#) obtain energy by [decaying organic materials](#), [photosynthetic pigment](#). [\[This is unclear and needs reworking\]](#). They can reproduce sexually and asexually [\[This could be a topic sentence for a paragraph on reproduction.\]](#). The main structure of fungi is hypae, which is long cell with many nuclei, disturb nutrition through the hypae network [\[This classifies fungi and should be included in your introduction.\]](#). [\[This is detail\]](#) [\[061\]](#) Reproducttive Organ is sporangia which is held up by rigid hypae. 100 to 1000 spores are developed in it. Some spores are carried by insects. Swimming spores have flagella can swim through the sporangia. Sexual reproductions of fungi are classified in female and male parts [\[062\]](#). They are [\[001\]](#) oogonium and [\[001\]](#) antheridium. [\[001\]](#) Oogonium produce [\[017\]](#) chemicals [\[Use the plural when generalising.\]](#) to attract males [\[Use the plural when generalising.\]](#). Antheridium like spcm swim through the cell wall and get into oogonium. Phycmycetes have groups of spore and sporangia. Basidiomycetes [\[065\]](#) have spores in their gill. Ascus [\[065\]](#) are spore cannons [\[This is an inappropriate metaphor for scientific writing.\]](#). They follow the sun and fire the spore after the osmotic pressure increase. Ameba [\[065\]](#) can also become the host of fungi haustoria can help the fungi to attach the ameba. Although Fungi is toxic, destroying food and parasitic, it still has advantages like being the decomposer, manufacturing

Actions
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[print \(w/ comments\)](#)

Filters
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March 2009

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8	9	10	11	12	13
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Stats
Views: 0
Entries: 1



The Comment Bank

Comment Bank

Please Select
 Word Level Clause Level
 Paragraph Level Style

Word Level [top](#)

- Article missing [01] [Copy...](#)
- Article unnecessary [02] [Copy...](#)
- Article - wrong article [03] [Copy...](#)
- Noun needed - (Part of speech Incorrect) [04] [Copy...](#)
- Noun - gerund [05] [Copy...](#)
- Noun - uncountable [06] [Copy...](#)
- Noun - countable [07] [Copy...](#)
- The Genitive [08] [Copy...](#)
- Pronoun Missing [09] [Copy...](#)
- Pronoun - agreement between demonstrative pronouns and nouns [10] [Copy...](#)
- Pronoun - wrong use [11] [Copy...](#)
- Pronoun - unclear reference [12] [Copy...](#)
- Adjective needed - Part of speech Incorrect [13] [Copy...](#)
- Adjective Comparative / Superlative form [14] [Copy...](#)
- Adverb needed - Part of speech Incorrect [15] [Copy...](#)
- Verb needed - Part of speech Incorrect [16] [Copy...](#)
- Verb - subject-verb agreement [17] [Copy...](#)
- Verb - Modal missing [18] [Copy...](#)
- Verb - Modal wrong use [19] [Copy...](#)

Word Level

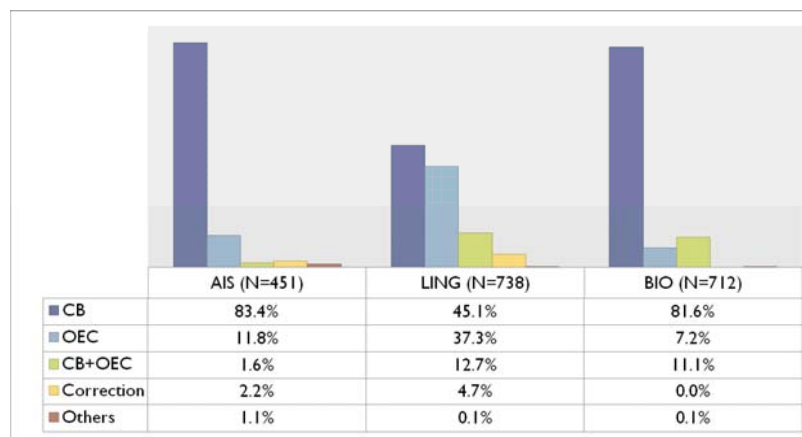
Comment	Article missing
Explanation	A singular countable noun MUST have an article (a/an or the) or a similar modifier (this, that, my, his etc)
Examples of Wrong Use	Fungus often grows on a host plant. Host plant loses some of its nutrients.
Correct Use	Please open window for me. A fungus often grows on a host plant The host plant loses some of its nutrients.
External Links	http://www.lei.uiuc.edu/structure/Structure1/grammar_articles.html http://grammar.ccc.commnet.edu/grammar/determiners/determiners.htm#Articles http://www.sussex.ac.uk/languages/l1-6-8-7-4.html

How did language coaches provide comments (i.e. commenting strategies)?

- ▶ **Insertion of a comment code from the comment bank (CB)**
 - Its aims are to identify who *had been* [53] most adversely affected by the movement, and to compare them with *had moved* [53] into tertiary sectors or remained in manufacturing.
- ▶ **Open-ended comments (OECs)**
 - The word “switchboard” in clause 5) has revealed [52] that *it* (What does ‘it’ refer to?) is a call centre
 - alternative comment in CB: [29] **Pronoun-unclear reference**
 - 3 independent main ideas were raised to develop into a significant cause to motivate people *contributed* (Use the infinitive with ‘to’ here) money to ZPG.
 - alternative comment in CB: [48] **Verb - To-infinitive**
 - After that, tell the reader how you plan to overcome those barriers (Subject missing).

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Language Coaches’ commenting strategies



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Pilot history

- ▶ **Semester B, 2006/07 (Jan ‘07)**
 - ▶ 3 courses (Biology, Linguistics, Management Science)
 - ▶ Using XWiLL system from Tamkang University (Taiwan) developed by Prof D Wible
 - ▶ Online tutors from English Language Centre, CityU
- ▶ **Semester A, 2007/08 (Sept ‘07)**
 - ▶ 3 other courses from Biology, Linguistics, Management Science
 - ▶ Using **blog-based interface** in Blackboard
 - ▶ Piloted **off-site online tutors**
- ▶ **Semester B, 2007/08 (Jan ‘08)**
 - ▶ Extended coverage to 10 courses with over 600 students
 - ▶ Institutional collaboration with **University of Sydney, Brigham Young University**

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Pilot history (Cont'd)

▶ **Sem A 2008/09 (Sept '08)**

- ▶ **1400 students**
- ▶ The Comment Bank was expanded to place more emphasis on genre and discourse with respect to academic writing
- ▶ Introduced a coach rotation system, wiki and group assignments

▶ **Sem B 2008/09 (Jan '09)**

- ▶ 930 students from 7 courses participated
- ▶ + two courses operating under the **programme-based model** (developing a progression through the curriculum)

Session speakers



- ▶ Dr Diane Strong-Krause (Brigham Young University)
Associate Teaching Professor, Linguistics and English Language - TESOL
 - ▶ [Benefits to tutors working with the Language Companion Course](#)



- ▶ Prof Geoff Williams (University of British Columbia)
Head, Faculty of Education
 - ▶ [Developing e-learning](#)



- ▶ Dr Ahmar Mahboob (University of Sydney)
Lecturer, Department of Linguistics
 - ▶ [From LCC to SLATE: Scaffolding Literacy in Academic and Tertiary Environments](#)



- ▶ Prof James Martin (University of Sydney)
Professor (Personal Chair), Department of Linguistics
 - ▶ [English Language Enhancement: 'Looking Forward'](#)