Hands-on Workshop
Developing Autonomous Learners through Metalinguistic Training: The Use of eTutor and Other Online Resources
(KS2-3 English Language)

Assessment & Support Team

Education Infrastructure Division

Education Bureau

Programme

9:00 – 9:15	Registration
9:15 – 9:40	Developing autonomous learners – "new" solutions
9:40 – 11:30	Metalinguistic training – concepts, strategies and eTutor exemplars
11:30 – 12:00	The use of online resources – WLTS

Developing Autonomous Learners: Why? How?

TSA 2013 S3 English Writing Weaknesses

- Content: lacked ideas or elaboration; prompt dependent
- Vocabulary/language pattern: simple or lacking in areas that students should be able to write about, e.g. sights in HK
- Sentence structure: simple
- Lack of understanding of audience, format, content and purpose of the writing
- Spelling mistakes were common, even in familiar words
- Proofreading was lacking

HKEAA, 2013

shark → shork, shake, sock, big fish

dangerous → danger, dangers

happy → happing, happle

banner → big card, sheet, paper

beach → bleach, barch

dish → disk

principal → principle

loudspeaker → shouter

swim away from shark → run away from shark

at 7 o'clock → in 7 o'clock

chopstick → charstick

dim sum → dia some

2013 9EW2 – Misspelling of topic vocabulary

Examples of incorrect spelling/expressions

➢ furthermore → furtermore

➢ prove my instead of approve my

➢ finally → finaly

➢ In the other hand instead of on the other hand

➢ chance → chean

➢ help → holp

➢ hope → holp

➢ apply for a summary job

2013 9EW3 – Misspelling of topic vocabulary

Examples of incorrect spelling/expressions

❖ Use of how instead of what → <u>how</u> we can do to save our environment

❖ worser instead of worse/worsen

❖ by → bai

❖ because → becura

❖ planting → (copied incorrectly) palanting

❖ example → exmple

❖ impossible → imporstble

❖ rubbish → rubbes

❖ global warming → goble warming/goble gases

❖ healthy → heavy

Errors to ponder

An error is the result of incorrect rule learning : language has been stored in the brain incorrectly. (Harmer, 1983)

Students need to learn about common error types, how they arise, and how to avoid them.

Research Studies

Key Stage / Topic	Project Name (Year)	Focus
KS3 / Speaking & Writing	The Study of Using Assessment Data (Including TSA Data) to Enhance the Learning and Teaching of Speaking and Writing at Key Stage 3 (11 – 12)	Authentic assessment data analysis + verifying key learning problems + identifying possible solutions
KS2-3 / Writing	Developing Support Tools for Using Assessment Data (Including TSA Data) to Enhance the Learning and Teaching of Writing at Key Stage 3 (12 – 13)	Writing ePlatform: Corpus-based error identification + differentiated instant feedback + concordancing support + metalinguistic awareness raising

"NEW" SOLUTIONS

WRITING ePLATFORM:
eLab & eTutor

The Writing ePlatform is a corpus-based resource tool, making use of home-grown authentic data.

It provides instant informing feedback to assist Key Stage 3 students writing, allowing students to take a discovery-based approach to their learning of accurate and fluent English.
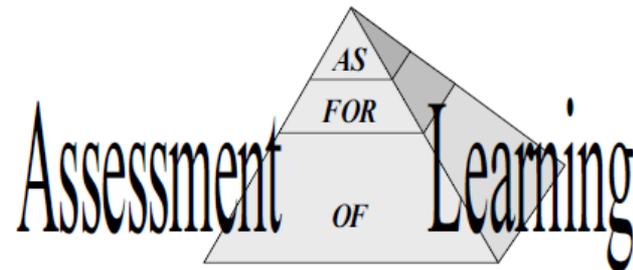
At this initial stage, the feedback focuses on common writing problems among KS2-3 students in Hong Kong.
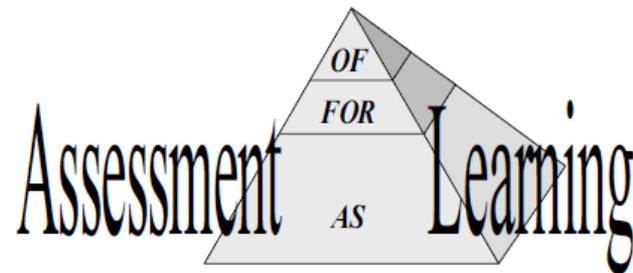
EDB   HKUST   HKEAA

RATIONALE

Assessment of, for, and as Learning

Fig. 2.1 Balance Among Assessment Purposes

Traditional Assessment Pyramid

Reconfigured Assessment Pyramid

Earl, *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*

Assessment As Learning (Earl, 2003)

Features for AoL, AfL & AaL

Approach	Purpose	Reference Points	Key Assessor
Assessment *of* Learning	Judgments about placement, promotion, credentials, etc.	Other students	Teacher
Assessment *for* Learning	Information for teachers' instructional decisions	External standards or expectations	Teacher
Assessment *as* Learning	Self-monitoring and self-correction or adjustment	Personal goals and external standards	Student

Assessment As Learning (Earl, 2003)

Assessment Roles and Goals with Writing ePlatform

Table 3.1   Assessment Roles and Goals

Role	Goal
Teacher as mentor	Provide feedback and support to each student.
Teacher as guide	Gather diagnostic information to lead the group through the work at hand.
Teacher as accountant	Maintain records of student progress and achievement.
Teacher as reporter	Report to parents, students, and the school administration about student progress and achievement.
Teacher as program director	Make adjustments and revisions to instructional practices.

SOURCE: Adapted from *Assessment Roles and Goals* (Wilson, 1996).

Assessment As Learning (Earl, 2003)
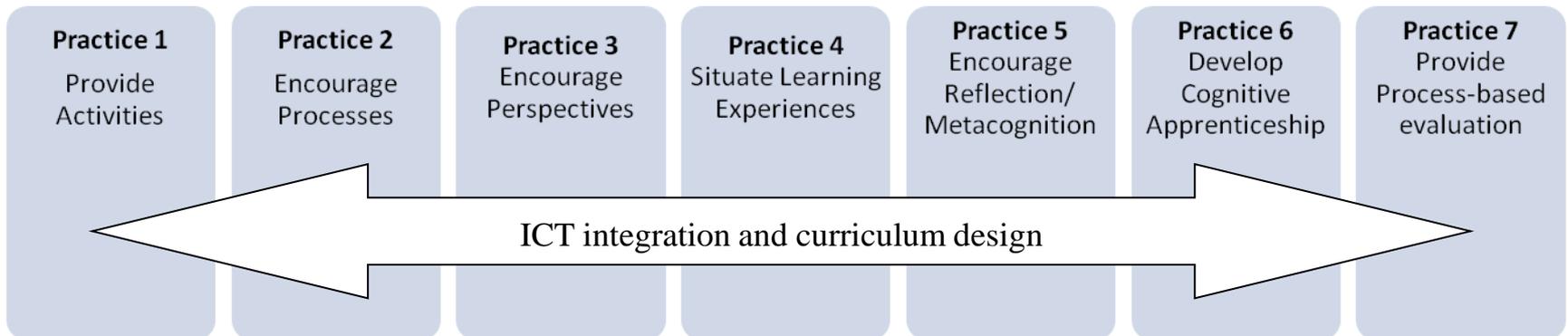
Assessment *of, for, as* learning

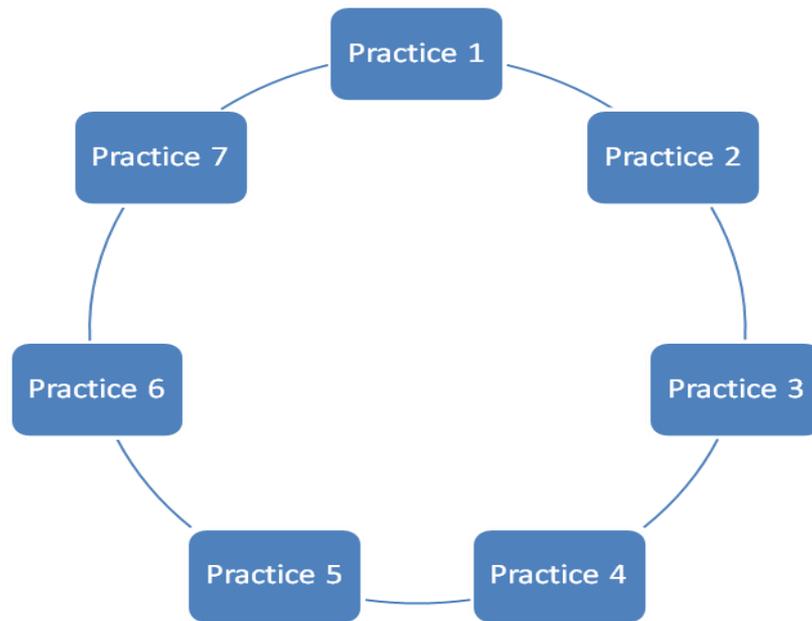How will the ePlatform enhance formative assessment?

How can the ePlatform provide support as part of/during the assessment?

In what ways could the ePlatform assist teachers with collecting data for diagnostic purposes?
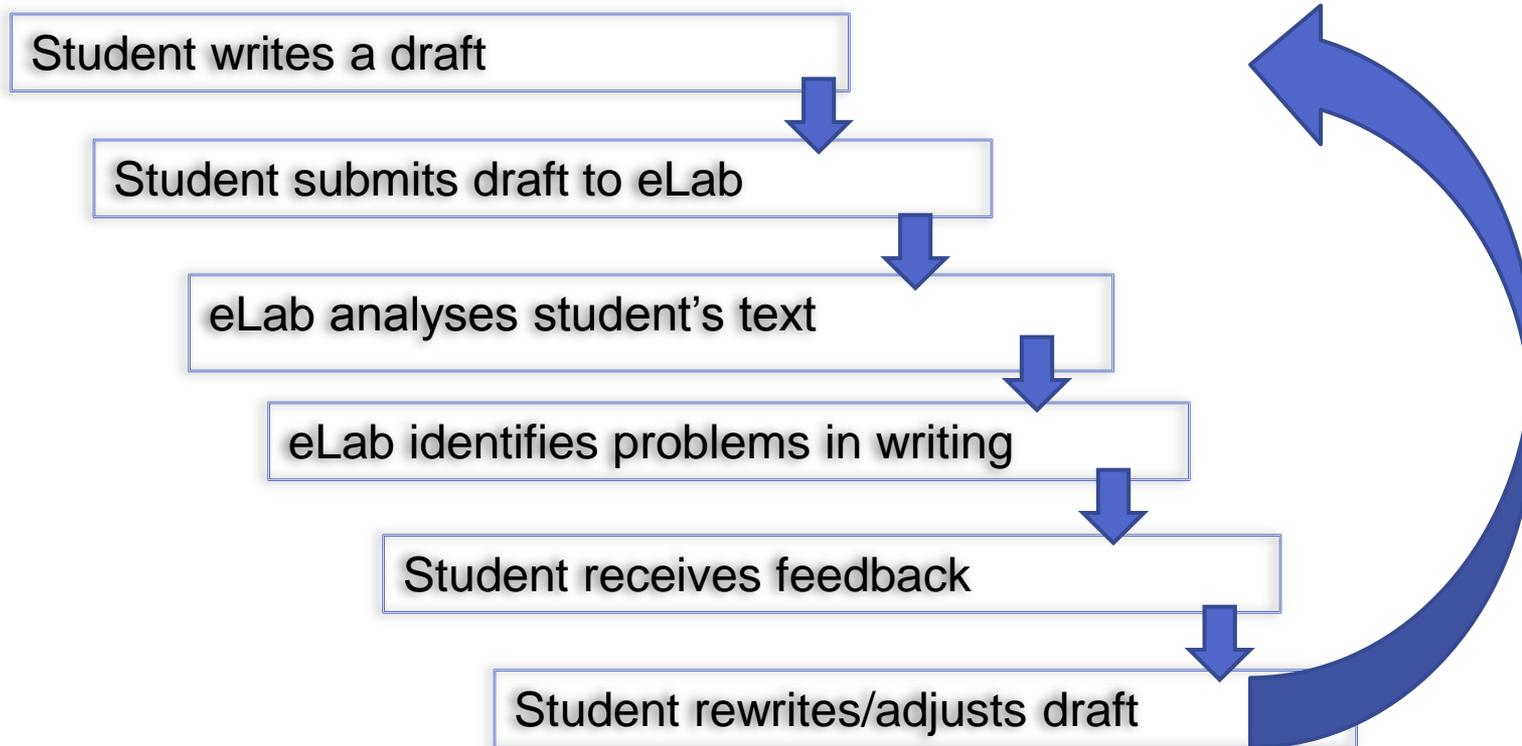
In what ways could the ePlatform help raise students' awareness in language learning?

Practice 1	Practice 2	Practice 3	Practice 4	Practice 5	Practice 6	Practice 7
Provide Activities	Encourage Processes	Encourage Perspectives	Situate Learning Experiences	Encourage Reflection/ Metacognition	Develop Cognitive Apprenticeship	Provide Process-based evaluation

ICT integration and curriculum design

*e*Lab and the writing process

Student writes a draft

Student submits draft to eLab

eLab analyses student's text

eLab identifies problems in writing

Student receives feedback

Student rewrites/adjusts draft

eLAB
A quick tour

Student interface

Writing ePlatform
– Developed by EDB and HKUST

e Lab

Logout

Demo About Guide

Choose your writing topic: [▼] Useful words for your writing.

Choose the language area(s) you want to check: Language Area Filter

Choose your English level: Basic Intermediate Advanced   Check   Submit

| **Your Writing** | Word Tag | Vocab-Profile |

Please enter your writing below: Save

Total Word Count: 0   Reference Links: Word Neighbors; Google Books; Google Fight; Just The Word

Flexibility

Choose the language area(s) you want to check: Language Area Filter

Choose your English level: Basic | Intermediate | Advanced | Check | Submit

Your Writing

Please enter y

Language Area Setting

✎ Please choose the language area(s) that you want to check.

☑ Verb (tense and form)   ☑ Article   ☑ Pronoun

☑ Word Choice   ☑ Number (singular/plural)   ☑ Spelling

☑ Preposition   ☑ Word Form   ☑ Agreement (e.g. Subject-Verb)

☑ Sentence Structure   ☑ Other

Check All | Uncheck All

OK | Cancel

Rich interactive feedback

Choose the language area(s) you want to ch...

Choose your English level: Basic   Inte...   Check   Submit

Your Writing   **Word Tag**   Voc...

Please enter your writing below:

<mark>Although I like it, but</mark> it is not...

check. They are rarely used in the same sentence. Use Word Neighbors to look for examples of how "although" and "but" are used by native writers of English.

✗ Although it looked like a high-class hotel but I only paid fifty-five dollars to stay there.
✓ It looked like a high-class hotel but I only paid fifty-five dollars to stay there.

✗ Although the food was not great but I felt very happy that I was able to cook the meal by myself.
✓ Although the food was not great, I felt very happy that I was able to cook the meal by myself.

✗ Although you want to eat quickly when you are hungry but you should eat slowly so that you can judge more easily when you have had enough.
✓ Although you want to eat quickly when you are hungry, you should eat slowly so that you can judge more easily when you have had enough.

Vocabulary building

Choose your writing topic: An enjoyable trip ▼ Useful words for your writing.

Choose the language area(s) you want to check: Language Area Filter

Choose your English level: Basic | Intermediate | Advanced   Check | Submit

Your Writing | **Word Tag** | **Vocab-Profile**

This word cloud allows you to see the number of times a word appears in your text. Notice that there are two colours: BLACK and BLUE. If you notice that a BLACK word is appearing a lot, you may be repeating that word too often. The BLUE words are very common in English and may be repeated in a text.

again (1)   thing (1)   what (1)   pretty (1)   not (1)   it (2)   hoped (1)   some (1)   did (1)

eating (2)   of (5)   unforgettable (1)   city (1)   tasty (1)   fishball (1)

because (2)   only (2)   trip (2)   good (3)   them (1)   eletronic (1)   kok (1)

firstly (1)   china (2)   very (1)   for (3)   although (1)   is (1)   want (1)   days (1)

go (2)   time (1)   delicious (1)   went (5)   pay (1)   hong (5)   kind (1)   lot (2)

stayed (1)   an (1)   could (3)   mon (1)   such (1)   shopping (3)   money (1)

lastly (1)   also (2)   watched (1)   have (3)   in (3)   mainland (2)   found (1)

enjoyable (2)   many (1)   the (8)   seller (1)   we (13)   secondly (1)

they (1)   see (1)   nice (1)   fun (1)   bought (1)   rememered (1)   kong (5)   buy (1)

last (1)   holiday (1)   amazing (2)   were (5)   on (1)   production (1)   family (1)

different (1)   a (5)   despite (1)   few (1)   beautiful (1)   famous (1)   i (4)   curry (1)

food (2)   my (1)   couldn't (1)   playing (1)   us (1)   first (1)   disneyland (1)

| | Your Writing | Word Tag | **Vocab-Profile** |

The vocab-profile shows you the range of vocabulary that you are using in your text. As you progress in your writing, keep track of the vocabulary that you use. Expanding your vocabulary beyond the Key Stage 1 and 2 word lists will allow you to write more about your topic.

Please go here to see a list of words related to the topic you are writing. Using these words would give you more flexibility in writing.

Please go here to learn more about important vocabulary building skills through the Web-based Learning and Teaching Support resource that provides self-learning materials, interactive activities, online games, etc.

	Percent
KS1 Words:	71%
KS2 Words:	8%
KS3 Words:	2%
KS1 + KS2 + KS3	(81%)
Common Words:	3%
Rare/Foreign Words:	16%
Total:	100%

an enjoyable trip there was a amazing and enjoyable trip on last summer holiday i rememered that my family and i went to hong kong that was the first time i went to hong kong hong kong is famous in the food shopping and the night view firstly we went to mon kok to have some tasty food such as curry fishball they were as delicious as what we could have in mainland china also the service of the shop were good the seller were very nice to us secondly we went shopping that was amazing that we could buy many different kind of thing there every of them were pretty good although we bought a lot of eletronic production and souvenirs we did not pay a lot of money lastly we went to the seaside and watched the view it was unforgettable because it was beautiful that we could not see in mainland china despite we only stayed for a few days we found that hong kong was a good city for buying eating and enjoying i hoped we could go to hong kong again and have fun because we were only eating and shopping we also want to go to ocean park and disneyland for playing

Concordancing

Click the word/phrase below to search them in [Google Scholar ▼]

amazing
cone
fantastic
light
none
reduce
single
total

annoying *adj.*

- adverbs
  - **very**, **extremely**, **fairly**
  - **See more**
- prepositions
  - **to**
- verbs
  - **be**, **prove**
  - **See more**
- annoying + nouns
  - **thing**, **bug**, **habit**, **problem**, **buzz**, **quirk**, **sister**, **voice**

believe
information
measure
strange
vehicle

Click here to search in Word Neighbors

active							
behave	bitter	blind	bone	bow	calm	charming	cheek
chest	chin	close	confident	conversation	cousin	crawl	cruel
cunning	curious	deaf	diligent	disappointed	dizzy	dull	dumb

n
miliar
:s
ither
al
k
ly

prove
tter
aff
pe

ard

Word❖Neighbors

Search results for **although (CONJ)**	Text Type
1 **Although** concentrating on the Classical period, the tour will also cover some of the buildings of Christian Rome. **...more**	Advertisements BNC-HCP
2 **Although** management was not specifically aware of it, Mr. Compton's previous changes -AMP and competencies -- was an attempt to change the management culture prior to reengineering. **...more**	Articles & Reports (Business & Administration) 0136.TXT
3 **Although** he does get the chance to accuse his former master, Falkland, of having committed a murder and of having shifted the blame and punishment onto an innocent tenant farmer, the legal system continues to operate as it has throughout **...more**	Articles & Reports (General) 60.4handwerk.TXT
4 **Although** Spacks is mainly concerned with fiction, in Leapor's poetry a reader is often drawn into such a relationship with the poet, and into the privileged society of her closest friends. **...more**	Articles & Reports (Humanities & Social Science) BNC-AN4
5 For example, **although** Microsoft Excel can not replicate a database, it can update a database replicated by another product. **...more**	Articles & Reports (Instructions) REPJET.TXT
6 Furthermore, **although** the panel was unaware of it, the Commission joined with the debtor in bankruptcy in moving to vacate the decision in Telsey. **...more**	Articles & Reports (Law) case 12.txt
7 **Although** the tags will point to the required record addresses directly, accessing or retrieving these synonyms requires a head movement of at least one cylinder. **...more**	Articles & Reports (Science & Engineering) BNC-FPG
8 **Although** Batty's been missed, Fairclough can provide a John Wark-like threat in the opposition box. **...more**	Correspondence BNC-J1C
9 It might even be possible to scare him into silence, **although** when he was brought to Owen's office in the early hours of the morning that did not seem very likely. **...more**	Fiction (Prose) BNC-HTX
10 **Although** large areas of grassland still remain on unploughable slopes, particularly on the north-facing scarp, they have largely changed in character. **...more**	Miscellaneous Text BNC-B31

eTUTOR

Metalinguistic training ideas and materials made simple

⚠ Article Errors

These are common errors made by Hong Kong students. Click on the links below to see more information on particular errors.

- (Determiner) + another
- (Noun) is (noun)
- (Proper noun) is (noun)
- A (word that starts with a vowel)
- After the (holiday)
- After the (mealtime)
- Amount
- An (word that starts with a consonant)
- An advice
- Each of (plural noun)
- Go to the bed
- Have a (mealtime)
- Hundred dollars
- In (initialised place name)

The eTutor helps learners of English with common errors
and has been specifically designed for students based in Hong Kong.

Common Errors
by Writing Topic

Common Errors
by Error Category

Common Errors
Explained in
Cartoons

Links to Useful
Tools to Use
When Writing

Common Errors by Error Category
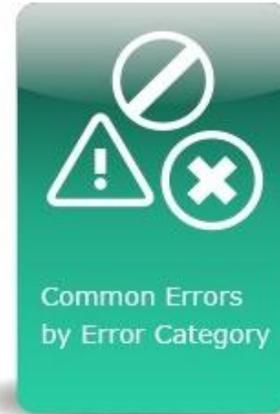
Writing ePlatform
- developed by EDB and HKUST

e tutor

Common Errors by Error Category

Agreement
(e.g. Subject-Verb)
Click here for hints and tips

Number
(Singular/Plural)
Click here for hints and tips

Verb
(Tense & Form)
Click here for hints and tips

Article
Click here for hints and tips

Preposition
Click here for hints and tips

Pronoun
Click here for hints and tips

Spelling
Click here for hints and tips

Word Choice
Click here for hints and tips

Word Form
Click here for hints and tips

Sentence
Structure
Click here for hints and tips

Other

Common Errors by Writing Topic

Common Errors by Writing Topic

An Enjoyable Trip

Fun ways to Improve English

Give Advice About a Teenager's Misbehaviour

My Three-Day Camping Trip

An Accident

Hong Kong Sightseeing

Information About Schools in Hong Kong

Common Errors Explained in Cartoons

Oh ... I see. Well, you'd be better off using your funds

Afford

Hah? Is there anything wrong with my grammar?

Amount

AT LAST, I want to improve my understanding of English grammar.

At Last

I failed my driving test last week.

Before

Ah ... I guess I should have said that I ALSO took part in many

Besides

Well, I'm BORED of you ...

Boring

Don't be mean. Please?

Borrow

You do NOT CARRY an ACCENT in English.

Carry An Accent

I'm really worried about taking Physics 2.

Catch

⚒ Links to Useful Tools to Use When Writing

Word Neighbors lets you search for examples of authentic English sentences. Click here to see a tutorial on how to use Word Neighbors.

Access the rich bank of English language learning materials in the Web-based Learning and Teaching Support (WLTS).

Find word combinations using Just The Word.

Use Google-based tools, such as Google Fight, Google Ngram Viewer, Google News, Google Books and Google Scholar to check whether your phrases are commonly used.

The Teacher & Student(s)

What role do teachers and students play?