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# The development of an online English summary writing platform for discipline-specific language learning

Teaching Development Grant (TDG) Project Sharing Session

Principle investigator: Professor Cheung, Hintat

Department of Linguistics and Modern Language Studies



## Collaborations for this TDG project

	Name	Department/ Unit
Principal Project Supervisor(s)	Prof. CHEUNG, Hin Tat	Linguistics and Modern Language Studies
Co-supervisor(s)	Prof. CHOW, Hung Kay Daniel	Health and Physical Education
	Dr. CHAN, Wai Hong Daricks	Mathematics and Information Technology
	Dr. LIU, Fung Ming	Linguistics and Modern Language Studies



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## Outline

1. Rationales
2. Constructing the learning platform
3. Students' learning activities on the platform
4. Students' evaluation and feedback

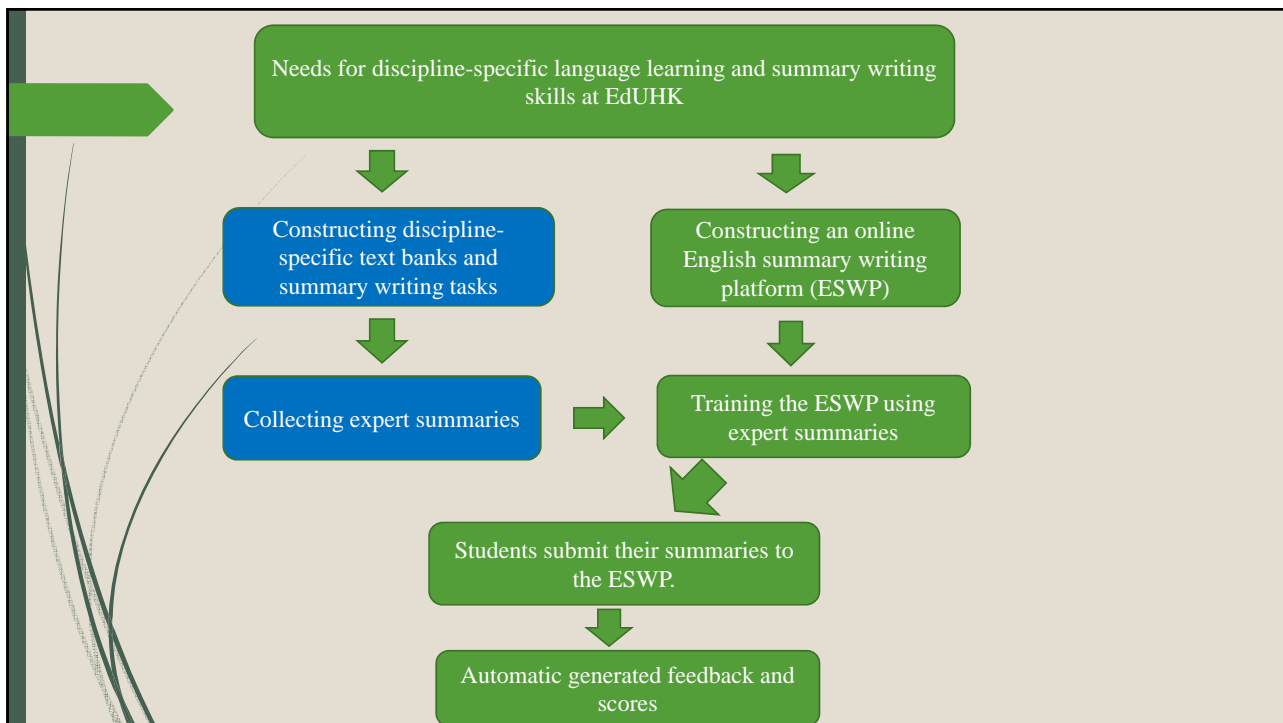
## Purposes of the project

- To enhance HPE and MIT students' overall summary writing skills through continuous summary writing practice.
  - (i) To establish two discipline-based text banks with guided summary writing tasks.
  - (ii) To construct an online English summary writing platform that can provide automatic feedback.
  - (iii) To embed the above mentioned English summary writing platform into the Moodle system at EdUHK.

## Rationales

The needs of our students as a result of EMI

- Needs for developing discipline-specific language learning and writing activities
- Support for Honours project - summary writing skill
- Needs for a platform that allows self-study.



## Constructing discipline-specific text banks

Texts selection criteria:

1. **Discipline-specific and relevant:** texts are relevant to the subject-matter in the respective majors and they are the key literature/readings students need to read.
2. **Language proficiency level:** texts are suitable for Year 4 or 5 students who are going to work on their honors projects.

## Constructing guided summary writing tasks

Departments	Types of summaries
HPE	Summarizing a general physical education article
	Summarizing a book chapter
	Summarizing a literature review
	Summarizing research methods and findings
	Summarizing a whole research article
MIT	Summarizing a general mathematic article
	Summarizing mathematic literature

The summary writing tasks were developed based on the literature provided by academics in the respective departments.

## Sample summary writing tasks for the HPE department

### Summarizing a general physical education article

Read the following news article *Time to encourage more exercise*. Summarize the main viewpoints of the article and the evidence used to support the viewpoints.

### Summarizing a physical education book chapter

Read the following book chapter on *Physical activity in young children* and complete three short summaries below:

- (1) purposes of the book chapter;
- (2) the first recommendation on physical activity and its rationales;
- (3) the second recommendation on physical activity and its rationales.

## Sample tasks for the MIT department

### Summarizing a general mathematic reading

Read page 2 and page 3 of the article - 'Who said the mathematics will be boring' and summarize in 200 words the approach to teach science and math as suggested by the author.

### Summarizing a mathematic literature

Read the following article and summarize possible approaches to deal with controversies found in measuring perimeter in 150 words

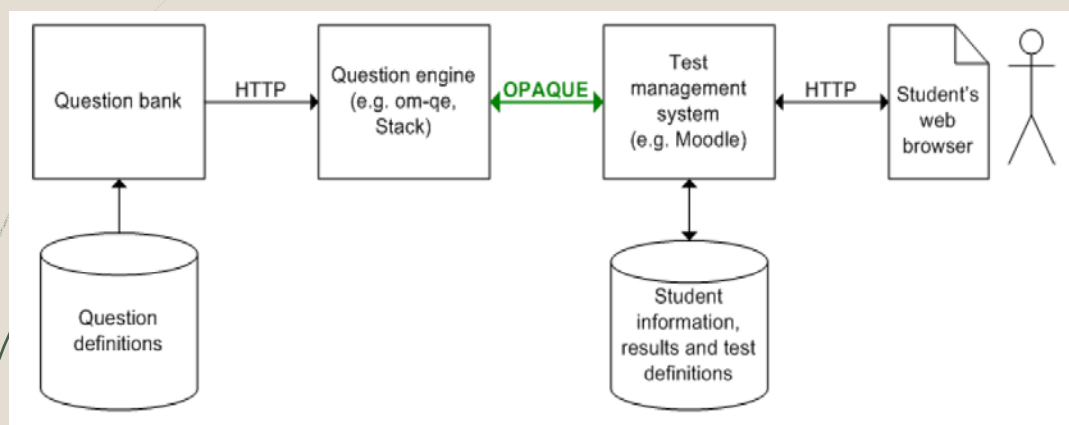
Danielson, C. (2005). Perimeter in the curriculum. *For the Learning of Mathematics* 25(1). 30-33.

## Collecting expert summaries

Expert summaries were collected from the content experts in the disciplines.

Expert summaries were used to train the learning platform.

## Constructing an on-line summary writing platform



## Summary writing workshops and on-line summary writing

**Summary Writing Workshops for Mathematics Students**

Writing a summary is an important skill that students will use throughout their academic careers. In this workshop, students will:

- develop a general understanding of writing an effective summary;
- have hands-on experience in writing summaries in the discipline of mathematics;
- use an on-line writing platform to self-evaluate their own summaries.

Such experience is considered to be particularly valuable for mathematics students who are going to work on their honors project reports.

**Topic: Writing a summary in the discipline of mathematics**

**Session 1: Jan 31<sup>st</sup>, 2018 (Wednesday)**  
9:30 – 12:30 B1 4-LP-01

**Session 2: Feb 06, 2018 (Tuesday)**  
10:30 – 12:30 B2 4-LP-01

**Workshop Facilitators:** Dr LIU, Ping Ming Christy; Dr XIAO, Yangyu Shirley

The two sessions will be identical and students only need to register for one session. For students who are not available for sessions above, extra sessions might be provided as needed (please indicate your preference upon registration).

**Registration:** <https://goo.gl/forms/T6JNYa4tOq9yE3k>

Registration is required for the preparation of workshop handouts and learning platform accounts.

**Enquiries:** Please contact Dr. XIAO, Yangyu Shirley at 2948 7337 or xiaoy@eduhk.hk.

- Study summary writing skills through face-to-face workshop.
- Hands-on experience of writing a summary using the on-line summary writing platform.

## Submitting summaries to the on-learning platform

### Summary writing courses for HPE students

Dashboard / My courses / Writing / Preparing notes for the summary writing workshop / Training Tools / Basic chapter: Health and safety and risk assessments / Review

**Lesson 1**  
Health and safety

Created on 01/01/2018  
Noted out of 1.00  
Add comment

Creating a safe environment is a crucial element in being an effective sports coach. The coach must be aware of health safety before, during and after coaching practice. It is essential for any coach to have attended a first aid course, which can be an Approved Paramedic, Emergency First Aid or a 20-hour Ambulance course. These courses provide the coach with the basic knowledge of how to respond to a range of emergency situations and how to treat common ailments or injuries. The coach should also ensure that they have adequate personal insurance cover at all times. Prior to delivering any coaching session the coach should make themselves familiar with safety procedures and also have access to a fully stocked first aid kit.

The coaches health and safety issues when coaching. The following is an example of a medical coach using an indoor sports hall, and a rugby coach using an outdoor facility. The medical coach using the indoor sports hall for the first time should make themselves familiar with the National Operating Procedures (NOPs) and Emergency Evacuation Procedures (EOPs) for the facility before they start the session. The facility NOPs should provide information on policies and procedures for minor incidents, which for example may be minor accidents that the facility staff may deal with on a daily basis. The facility EOPs should provide information on policies and procedures for major incidents such as fire and facility evacuation, which the coach should be conversant with. Because if any of these incidents occur an understanding of where the exit and muster points are essential. The medical coach should also conduct their own risk assessment prior to delivering the session. This may include assessing the risk to the coach, participants, members of the public, use of equipment in the facility and is used on a high, medium or low risk scale. If there is a potential risk then it must be acknowledged, and measures put in place to eliminate the potential for accidents to occur. It is good practice to arrive at the venue early to ensure that all other equipment other than medical pads are cleared from the sports hall, the floor is clear of any fluid (which may be left from water bottles used by previous participants using the sports hall), there are no objects lying around that pose a risk to health and safety, and the equipment to be used is in good working condition. The coach should also make themselves familiar with the location of the nearest telephone, which in this example is probably at the reception. On leaving the session the coach should also ensure that personal health and safety is maintained for. For example, ensuring that the participants have the correct footwear and clothing, personal jewellery is removed, and that any injuries or illnesses that arise have been assessed. Specifically in the case of medical, fingerprints should also be checked. The coach should also ensure safety considerations for the activity, ensure that the space is used effectively so that accidents do not occur, and conduct a full warm-up prior to starting the activity. On completion of the session the coach should ensure a sign-out is completed, an equipment used is packed away, and the facility is clear for whatever is going to use the facility next. If any injuries do occur then they should be reported to the reception staff where an accident report form should be completed, and a copy made for the coach's own records. It is essential that the coach has prior knowledge of any medical conditions that the participants may have (i.e. asthma, allergy to penicillin, etc.), which is of special importance when working with children, and in such cases the coach should have the parents' contact details in the event of an emergency.

In the case of the rugby coach the process is similar, however, there are separate health and safety issues associated with an outdoor facility, and the nature of the sport also has to be considered. One of the main differences that affect the rugby coach in terms of health and safety is the pitch. The pitch should be checked for any dangerous objects, and if it is a night training session lighting should be adequate. Weather conditions also have to be taken into consideration, in terms of the pitch potentially becoming wet at night, and a range of weather-related conditions that may affect the safety of the players. One other than not, access to a drinking water station is critical in this environment, but with the majority of people now using mobile telephones, this is not so much of a problem. It is also recommended that in this coaching environment the first aid kit is available at the side of the pitch. NOPs and EOPs will not be as extensive for a grass pitch facility, in comparison with an indoor facility. This is primarily because evacuation issues do not exist on a grass pitch (unless there is a fence surrounding the pitch but it is not around the coaching). If NOPs and EOPs exist for the facility, that is being used, a risk assessment should not be carried out, and because of the physical demands that are placed on rugby players, an adequate warm-up appropriate to the nature of the activity is of special importance. If the rugby coach does not have a facility with a reception, in the event of any accident it would be the responsibility of the coach to complete an accident report form, and ensure that there is an access point for an ambulance if the need arises. Health and safety issues and the coaching of children are important in terms of ensuring that they are wearing appropriate clothing, when the potential to get cold and wet is high during the winter. Equally, during the summer children should have enough fluids available, drink water, use sunscreen if it is a particularly hot and sunny day, and not train for play in the hot sun for extended periods of time exceeding their endurance.

I hope this section has provided the student with an understanding of the health safety issues that the coach has to be aware of when coaching. These checks may seem long and time consuming, but once the coach has gone through the correct process a few times, it becomes second nature. It is not worth cutting corners; health and safety of participants are of paramount importance when coaching. This outline of assessing for health and safety issues is a useful guideline only, and offering facilities will require offering appropriate health and safety, a basic and appropriate health and safety checklist, risk assessment and an accident report form as shown in Appendix 1 through 3 respectively. These are only basic forms, in which the coaches are very broad. However, as the coach develops their coaching expertise, and become more attuned to the importance of health and safety issues, these forms can be adapted to suit the coach's needs and the particular coaching environment that they find themselves in.

**Submission:**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Testing Jump to... Finish attempt

Student self-reflection after writing a summary

## Automatic generated score and reference summary

### Submission:

Creating a safe environment is a crucial element in being an effective sports coach. The coach must be aware of health safety in three stage which are before, during and after coaching practice. Additionally, it is essential for any coach to have attended a first aid course because the course can provide the basic knowledge on how to respond to some emergencies situations and treatments on injuries. Also, Coaches may also goes through Normal Operating Procedures and Emergency Operating Procedures once some minor incidents or some emergency accidents occurs. Moreover, a risk assessment should be carry out by the coach because differing facilities will require differing approaches to health and safety.

Student's  
summary

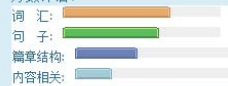
### Score: 63.32

Reference summary: Health and safety related issues are also discussed. Coach is required to ensure a safe coaching environment throughout practice. He/she is required to have sufficient knowledge to deal with health and safety issues. Advices, such as attending a first aid course, checking the performer's personal insurance, familiarizing procedures and first aid kit, are provided. Two examples, a netball coach using an indoor sports hall and a rugby coach using an outdoor facility, were employed to demonstrate how a coach ensures a health and safety coaching environment.

Reference  
summary

Automated  
score

#### 分数评语:



评语: 文章高級詞彙使用熟練, 但請作者增加詞彙豐富度; 作者應注意文中的句子錯誤; 語言不流暢。

## Sample grammatical feedback

Creating a safe environment is a crucial element in being an effective sports coach.

- [拓展辨析] 動名搭配 create...environment 在語料庫中出現過 146 次

The coach must be aware of health safety in three stage which are before, during and after coaching practice.

- [名詞錯誤] 請檢查 stage, 該處名詞一般使用複數形式。
- [句子錯誤] 請檢查 are, 確認主謂一致。
- [近義詞表達學習] be aware of 的近義表達有 be conscious of。
- [推薦表達] in the course of 與 during 意思相近, 可參考使用。

Additionally, it is essential for any coach to have attended a first aid course because the course can provide the basic knowledge on how to respond to some emergencies situations and treatments on injuries.

- [句子錯誤] 請檢查 can provided, 情態動詞後隨一般動詞原形。
- [搭配錯誤] 搭配 respond treatment 在語料庫中無此用法, 疑似中式英語。
- [標點提示] 英文標點符號之後需與空格。
- [推薦表達] as/due to/since/as to/in that/for the reason that/for now that/because 意思利用。
- [拓展辨析] 動名搭配 provide...knowledge 在語料庫中出現過 11 次

Also, Coaches may also goes through Normal Operating Procedures and Emergency Operating Procedures once some minor incidents or some emergency accidents occurs.

- [句子錯誤] 請檢查 occurs, 確認主謂一致。
- [動詞錯誤] 請檢查 may .. goes, 確認情態動詞用法正確。
- [句子錯誤] 請檢查 may also goes, 情態動詞後隨一般動詞原形。
- [學習提示] Incident 表示「事件」。注意與 accident 的區別。詳情點擊

Moreover, a risk assessment should be carry out by the coach because differing facilities will require differing approaches to health and safety.

- [句子錯誤] 請檢查 be carry, be carry 不規範, 建議修改。
- [詞語提示] 冠詞省略, 請檢查 a risk assessment。
- [推薦表達] as/due to/since/as to/in that/for the reason that/for now that/because 意思利用。
- [拓展辨析] 動名搭配 require...approach 在語料庫中出現過 9 次

Feedback  
on  
grammar

Self-  
reflection  
on content

Thanks for completing this summary. Now you can spend 1 minute reflecting on your own performance. Please click here.



## Self-reflection

My summary is brief and is within the word limit

- ☒ Not selected  
☐ Yes, I have achieved this criteria.  
☐ I could be doing better at this.  
☐ I am not doing this and I need to work on this.

I have included main ideas.

- ☒ Not selected  
☐ Yes, I have achieved this criteria.  
☐ I could be doing better at this.  
☐ I am not doing this and I need to work on this.

I have included key supporting details.

- ☒ Not selected  
☐ Yes, I have achieved this criteria.  
☐ I could be doing better at this.  
☐ I am not doing this and I need to work on this.

I did not include specific information.

- ☒ Not selected  
☐ Yes, I have achieved this criteria.  
☐ I could be doing better at this.  
☐ I am not doing this and I need to work on this.

I did not add in my own opinions (objective).

- ☒ Not selected  
☐ Yes, I have achieved this criteria.  
☐ I could be doing better at this.  
☐ I am not doing this and I need to work on this.

My summary truly reflects ideas in the source text (no misinterpretations).

- ☒ Not selected  
☐ Yes, I have achieved this criteria.  
☐ I could be doing better at this.  
☐ I am not doing this and I need to work on this.

I use synthesizing and paraphrasing (no direct copying).

- ☒ Not selected  
☐ Yes, I have achieved this criteria.  
☐ I could be doing better at this.  
☐ I am not doing this and I need to work on this.

(Areas for future improvement) Which aspect do you think you can improve more after this summary?

## Workshop feedback questionnaire responses

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
1. The content of this workshop is relevant to my study.	30	2	5	4.07	.868
2. There were sufficient practice activities provided in this workshop.	30	3	5	4.23	.568
3. This workshop addressed my needs in writing a summary.	30	3	5	4.10	.662
4. The workshop helped me develop an understanding of characteristics of a good summary.	30	3	5	4.20	.805
5. The summarising skill that I learned in this workshop will be useful for my future writing (such as honors project writing).	30	3	5	4.13	.681
6. I would like to attend more summary writing workshops like this one.	30	2	5	3.97	.850
7. The feedback provided by the on-line learning platform is helpful	30	2	5	3.93	.740
8. The on-line writing platform provides me with chance for self-study.	30	2	5	4.13	.776
Valid N (listwise)	30				

## Post-workshop interviews

### Major themes

- EMI education and discipline-specific language needs
- Perceptions of discipline-specific summary writing workshops
- Perceptions of machine generated feedback
- On-line learning platform and chance for self-study
- Expectations of future discipline-specific language support

## EMI education and discipline-specific language needs

**Academics' and students' language proficiency are a major challenge of EMI education.**

- Academics' language proficiency
- Students' language proficiency

Needs to support  
discipline-  
specific language  
learning

## Perceptions of discipline-specific workshops

### Relevancy to the subject matter and familiarity

- Relevant to the subject matter.
- More attractive or interesting.
- Easier to learn summarizing skills because of familiarity

Benefits of  
discipline-  
specific language  
learning

## Perceptions of discipline-specific workshops

### Attainment in summary writing skills

- Structure of a summary
- Strategies in organizing a summary
- Strategies in extracting useful information from the text
- Chance of practising summarizing skills

## Perceptions of discipline-specific workshops

### Attainment in summary writing skills

- Reported evidence of use summarizing skills
- Useful for Honours project report writing

## Perceptions of machine generated feedback

### Strengths

- The system helps with checking the grammar.
- The reference summary tells us what a good summary look like.

### Limitations and suggestions

- Feedback focus on language only.
- It would be better if feedback on content and logic can be provided.
- It would be better if bullet points can be provided.

## On-line learning platform and chance for self-study

- Good chance for self-study
- Students with learning needs are more likely to use the system.
- The on-line learning system can be more interactive

## Students' expectations of future discipline-specific language workshops

In general, students responded that they expect more similar discipline-specific workshops in the future, which would possibly focus on:

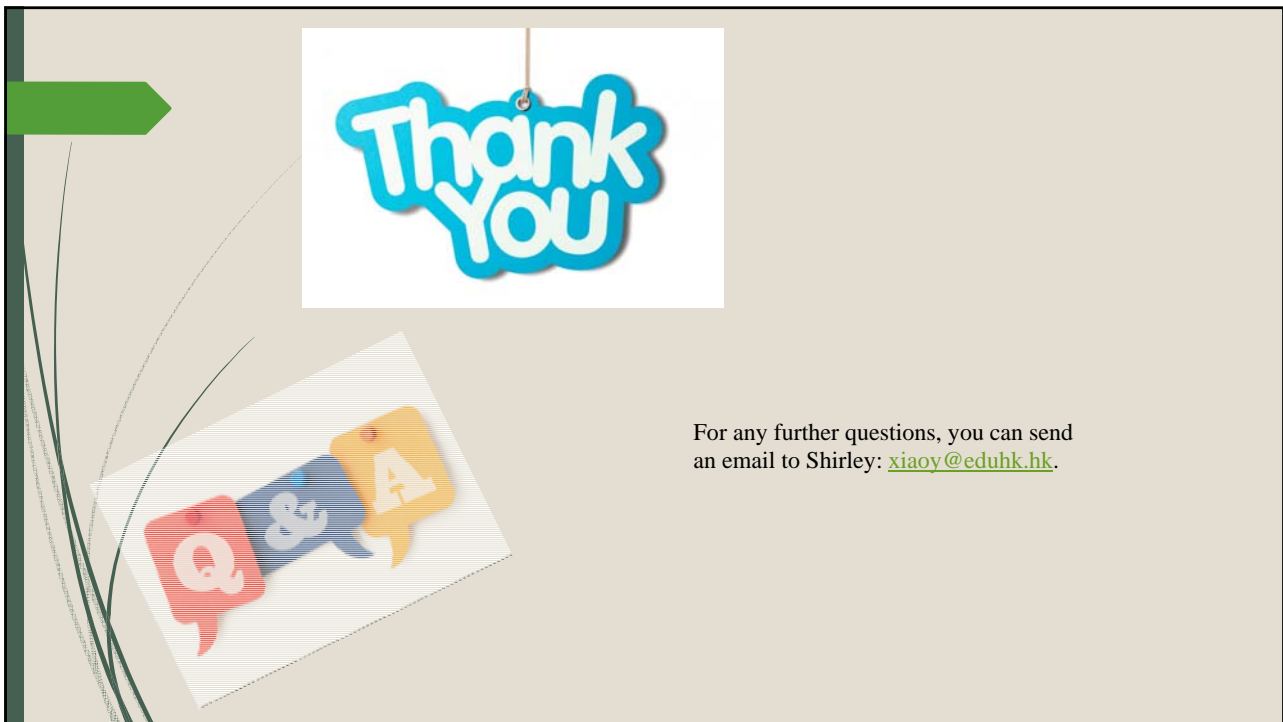
- Words and vocabulary that suitable for academic writing.
- Developing introduction and conclusion.
- Developing the structure of an essay.
- Write lesson plans and rationales.
- Disciplinary language courses for different year groups.

## Sum up

- The current project develops an on-line learning platform that are suitable for discipline-specific language learning, and the system has been tried out with HPE and MIT students.
- The study reveals that students have discipline-specific language needs.
- The on-line summary writing platform support students' learning needs by helping them develop summary writing skills, and offering chance for self-study.

## Way forward

- The current on-line summary writing platform can be further developed and used to provide continuous writing support for MIT and HPE students.
- The on-line learning platform can be re-trained by the texts from other disciplines, so as to provide summary writing training for other departments.
- More discipline-specific workshops can be provided on other topics and writing genres.



For any further questions, you can send an email to Shirley: [xiaoy@eduhk.hk](mailto:xiaoy@eduhk.hk).