Project Title: Enhancement of Core University English Course (CUE) through Development of eLearning Moodle Materials.

eLearning Materials Screenshots

Appendix A: Learning activities on Moodle – Preparation & Research

Core University English Speaking Test Moodle & Tutorial Discussions

Click to begin

CUE Tutorial Discussion Video (Additional Units) Menu

Preparation Units for watching the CUE Moodle Tutorial Discussion Videos
These 3 units recap the Work-Life Balance (WLB) topic and the Speaking Test Criteria.

1. Defining Work-Life Balance (WLB)
2. Key WLB terms & concepts
3. The Speaking Test Criteria

Units for developing your tutorial discussion skills
These units will help you prepare and perform more effectively in your university tutorials as well as the CUE practice tutorials and the final CUE Speaking Test.

4. Tutorial discussions DOs & DON'Ts
5. Anticipating counter-arguments & preparing rebuttals
6. Evaluating solutions
7. Interpreting the discussion question
8. Note-taking for discussions
Appendix A (continued): Learning activities on Moodle – Preparation & Research

Unit 4: Tutorial Discussions – DOs & DON’Ts

**DOs**

- Spend some time reading or watching videos which give background to the discussion topic (e.g., Wikipedia, TED Talks) before you look for your sources.

**DON’Ts**

Quiz Question 1: Preparing for the discussion

Read the advice that Dawn gives Jennifer about preparing for discussions and place the advice in the DOs or DON’Ts column then press “submit” to check your answers.

Main menu  Back to start of Unit 4  More DOs & DON’Ts

Unit 5: Anticipating counter-arguments & preparing rebuttals

**STANCE**

- “Social dumping” has led to poor WLB in HK so the government should introduce new labour laws.

**COUNTER-ARGUMENT (anticipated)**

- Drop notes here

**POSSIBLE REBUTTAL**

- Drop notes here

**EVIDENCE/SUPPORT (for stance)**

- Drop notes here

**EVIDENCE/SUPPORT (for c/a)**

- Drop notes here

**EVIDENCE/SUPPORT (for rebuttal)**

- Drop notes here

Quiz Question 1

Put Sue’s discussion notes in the correct order. The first one has been done for you as an example. Click “submit” to check your answers.

Main menu  Back to start of Unit 5  Next quiz question

- Labour laws could harm HK’s free market advantage.
- Free market policies mean minimal govt. interference but this has led to greater inequality in society.
- Community Business (2012) found 7/10 employees feel overworked and 60% must do unpaid overtime.
- If society becomes more unequal then it may lead to social instability and this will be bad for business and competitiveness.
- 2/3 of businesses in HK are concerned WLB measures will harm their competitiveness (RTHK, 2012).
## Appendix B: Learning activities on Moodle – Discussion

<table>
<thead>
<tr>
<th>Task Unit</th>
<th>No. of Questions in the Unit</th>
<th>Features related to Tutorial Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>5</td>
<td>Express validity of a source&lt;br&gt;Support a stance with elaboration&lt;br&gt;Link naturally to what has been said&lt;br&gt;Introduce and explain academic concepts&lt;br&gt;Organize a discussion turn</td>
</tr>
<tr>
<td>Unit 2</td>
<td>5</td>
<td>Use statistics to support a stance&lt;br&gt;Express validity of a source&lt;br&gt;Use scenarios to support a stance&lt;br&gt;Introduce and explain academic concepts&lt;br&gt;Link naturally to what has been said</td>
</tr>
<tr>
<td>Unit 3</td>
<td>5</td>
<td>Show active listening&lt;br&gt;Point out limitations of an argument&lt;br&gt;Link naturally to what has been said&lt;br&gt;Support a stance with elaboration&lt;br&gt;Use academic vocabulary</td>
</tr>
<tr>
<td>Unit 4</td>
<td>4</td>
<td>Question a stance&lt;br&gt;Respond to a question&lt;br&gt;Link naturally to what has been said&lt;br&gt;Support a stance with elaboration</td>
</tr>
<tr>
<td>Unit 5</td>
<td>4</td>
<td>Transition to another subtopic&lt;br&gt;Show active listening&lt;br&gt;Show rapport&lt;br&gt;Use academic and evaluative language&lt;br&gt;Point out limitations of an argument&lt;br&gt;Link naturally to what has been said</td>
</tr>
</tbody>
</table>
Appendix B (continued): Learning activities on Moodle – Discussion

<table>
<thead>
<tr>
<th>Unit</th>
<th>4</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 6</td>
<td>4</td>
<td>introduce and explain academic concept</td>
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<tr>
<td></td>
<td></td>
<td>ask a clarification question</td>
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<tr>
<td></td>
<td></td>
<td>question a stance</td>
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<tr>
<td></td>
<td></td>
<td>point out limitations of an argument</td>
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<tr>
<td>Unit 7</td>
<td>4</td>
<td>support a stance with elaboration</td>
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<tr>
<td></td>
<td></td>
<td>link naturally to what has been said</td>
</tr>
<tr>
<td></td>
<td></td>
<td>express the validity of a source</td>
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<tr>
<td></td>
<td></td>
<td>practice a speaking turn</td>
</tr>
<tr>
<td>Unit 8</td>
<td>4</td>
<td>point out limitations of an argument</td>
</tr>
<tr>
<td></td>
<td></td>
<td>include limitations to your own argument</td>
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<tr>
<td></td>
<td></td>
<td>question an argument</td>
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<tr>
<td></td>
<td></td>
<td>practice a speaking turn</td>
</tr>
<tr>
<td>Unit 9</td>
<td>4</td>
<td>link naturally to what has been said</td>
</tr>
<tr>
<td></td>
<td></td>
<td>use academic vocabulary</td>
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<td></td>
<td></td>
<td>show criticality</td>
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<td></td>
<td></td>
<td>practice a speaking turn</td>
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<tr>
<td>Unit 10</td>
<td>4</td>
<td>support a stance with elaboration</td>
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<tr>
<td></td>
<td></td>
<td>use of cohesive devices</td>
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<tr>
<td></td>
<td></td>
<td>practice elaborating on a stance</td>
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<tr>
<td></td>
<td></td>
<td>practice a speaking turn</td>
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</tbody>
</table>
## Appendix B (continued): Learning activities on Moodle – Discussion

<table>
<thead>
<tr>
<th>Time</th>
<th>Row</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:43 – 01:22</td>
<td>4</td>
<td>Okay, maybe we can move on to um... uh to the real situation of work-life balance in Hong Kong. So, in my opinion, actually we... Hong Kong people in Hong Kong is achieving only to a small extent of a good work-life balance as uh we are also - we are... uh usually reported by uh some global um media that we are under a great pressure and we have a fast-paced living in such city. So uh, is there any opinion about that?</td>
</tr>
<tr>
<td>01:22 – 02:38</td>
<td>2</td>
<td>Um I also agree with you that Hong Kong people actually do not achieve a very good work-life balance. And to me, I think that um, this is mainly caused by the reason uh-um that there is no standardization of working hours for the working populations nowadays in Hong Kong. According to the Business Encyclopedia in 2013, under the heavy competitive nature of um um global and international business, people in the working population, especially those working in the service industries, such as banking industries or financial industries, they are required to work at home after a long day of work, and um like checking emails or drafting proposals um after a really long day of work at the office, in order to enhance the productivity of the company. And since Hong Kong is an international financial centre, and many people have to work overnight and... this leads to um they do not have uh a really quality time with their family members of friends, or life building relationships, like what you have mentioned. And that's why I think um generally they do not have a good work-life balance.</td>
</tr>
</tbody>
</table>
Appendix B (continued): Learning activities on Moodle – Discussion

In the previous few turns before the start of this video clip, there was a somewhat structured definition given by other students that the concept “work” can be thought of as time and energy expended, and life will be other things such as family, friendship, and personal fulfilments. In response, Student No. 3 at the beginning of this clip (the first turn) mentioned the “instrumental model” and regarding work “they get that self-fulfilment as well”. He wanted to:

i. introduce a relevant academic concept to elaborate the definition
ii. provide additional examples to elaborate on the definition
iii. offer another interpretation of the definition to acknowledge the complexity of the topic
iv. provide a counter-example to elaborate his argument

Select one:
- a. i, iv
- b. i, ii, iv
- c. i, ii
- d. All of the above

In relation to Q1 above. When Student No. 3 introduced the idea “instrumental model”, he provided enough information on the related source/reference so that you know where it came from.

Select one:
- True
- False

In Student No. 3’s response, she tries to point out a limitation with assuming that a lower number of working hours leads to a better work-life balance. What does she say to support this limitation?

Select one:
- a. Family life could be more stressful than work life
- b. Family life is definitely more stressful than work life
- c. Family life is not important to consider in work-life balance
- d. Work life is definitely more stressful than family life

Student No. 1 uses a number of cohesive devices to link her arguments together. The left side includes some examples of the devices that she uses. The right side includes their purpose. Match the cohesive devices on the left side with their purpose on the right side.

So  Choose...
However  Choose...
Then  Choose...
Actually  Choose...
But  Choose...

Without looking at the transcript and using the answers to question no. 1 and no. 2, make the same argument that Student No. 1 has made in her turn.

Use your phone or a recording device to record your turn. Afterwards, you can replay your voice recording and assess how you think you performed in point out a limitation in the current argument and whether your argument is logical and easy to follow through the use of cohesive devices.

Without using a citation, think about a counter-argument to Student No. 1’s argument. Structure your turn by indicating whether you agree or disagree with her, asking a critical question, and stating why this question is important to ask regarding Student No. 3’s argument.

Use your phone or a recording device to record your turn. Afterwards, you can replay your voice recording and assess how you think you performed in criteria 1 and 2 of the speaking tutorial assessment.
Appendix C: Exemplar student discussions (Two out of three videos are shown as an example)

Exemplar Student Discussions

Here you can watch the full discussions that have been used in the learning tasks from beginning to end if you wish. These students all received high grades in their CUE speaking exam so we invited them to participate in this discussion in order to provide you with good exemplars.

Please note that they are examples of good (but not perfect) discussions and that you may still observe some errors or aspects that may be improved. However, this is acceptable because some disfluencies, language errors, or less than perfect expression is normal in spoken communication.

Discussion 1

Discussion 2