

Appendix A.

Metacognitive think aloud training practice task

Alkoss az alábbi összekevert szavakból az összes szó felhasználásával egy értelmes és nyelvtanilag helyes angol mondatot. Közben amennyire lehet, kérlek, verbalizáld minden gondolatodat úgy, mintha megpróbálnál végigvezetni engem a megoldási folyamaton. Gondolataidat angolul vagy magyarul is verbalizálhatod. Kérlek, használd azt a nyelvet, amelyiken a gondolat megfogalmazódik a fejedben.

bundle doorstep that same immediately truly Jane Ricky flowers her on her of When just loved realized she that and she him found the loves a

When Jane found a bundle of flowers on her doorstep, she immediately realized that Rick truly loves her, and that she loved him just the same.

Appendix B.

Table 4

Readability formulas

Responding to student writing	Teaching Online
Flesch-Kincaid Reading Ease – 34.4	Flesch-Kincaid Reading Ease – 41.1
Average Grade Level – 15.2	Average Grade Level – 14.9

Appendix C.

Task A: Write a paragraph of 130 words (+/-10%) in which you summarise in your own words as far as possible the activities students can do based on the feedback* they get from the teacher on their first and final drafts, which are discussed in the reading passage below.

Definition of feedback as used in the reading passage: comments learners receive from their teacher or peers concerning their written texts (e.g., essays)

Responding to student writing

Teachers need to provide helpful and informative feedback to students at a variety of points during the writing process; these feedback mechanisms will also need to vary with the teacher's purpose and the individual student's progress. Students need both informal and formal feedback from teachers, whether the feedback be assistance with brainstorming, informal feedback during class discussions, or more specific and formal feedback on written drafts.

From the beginning of a writing task, the teacher can provide assistance with brainstorming and organizing, reviewing heuristics, and exploring the extent of content information available. Teachers can provide feedback during class discussions, in reaction to free-response writing on a topic that students might pursue, in response to initial outlines prepared in groups, and in reaction to class lists of student-raised topics and informational resources. Teachers can remind students of the various ways they should consider organizing information, and the various places they can look for more information. Much of this initial feedback will be informal and will not involve specific evaluation mechanisms; however, the teacher can create activities which assess early efforts to develop drafts and give formal evaluative feedback. Given the typically evaluative nature of most academic writing, the pressures of formal evaluations might best be postponed until later in the process unless students need extrinsic motivation.

The feedback process commonly involves reading the first drafts for content and organization (e.g., factual information, logic of presentation). In many classes, student peer-revision occurs in conjunction with the first draft; however, the first draft provides a better opportunity for the teacher, as expert writer, to help students consider fundamental issues in the organization and content of the writing without becoming too committed to the original writing plan. During feedback on the first draft, and during subsequent class discussions, the teacher can provide supporting comments so that students may attend to important features of their writing (e.g., information structure, and details of grammar, logic, and fact). Students can then form groups, following class discussions and individual feedback on rough drafts, and identify three or four concerns which should be given priority while working on the second draft.

The teacher needs to decide how feedback can be provided most effectively for the final draft (or the draft that will go into a portfolio). The teacher has the option to give both

instructional and evaluative feedback on final drafts. The instructional feedback might point out important issues that were discussed but that were not addressed adequately in a given final draft. The teacher can also ask students to write a reflection page on their experiences writing the paper, on the feedback from the teacher on the final draft, and on changes that the student might make in a later revision or for another paper. (Grabe & Kaplan, 1996, pp. 357–359)

Task B: Write a paragraph of 130 words (+/-10%) in which you summarise in your own words as far as possible *the advantages and disadvantages of teaching online for the tutors of online courses*, which are discussed in the reading passage below.

Teaching online

When, in a speech in Cape Town in 1966, Robert F. Kennedy invented the 'ancient Chinese curse' "May he live in interesting times", he might well have been talking about education at the beginning of the 21st century; for while the ubiquity of Internet access has indeed made our times interesting, it has also cursed educators into poorly-defined online roles. In this article, we will attempt to demystify the process and provide some pointers as to where potential online tutors can go to gain the skills and experience needed to perform this role successfully.

True e-learning attempts to recreate, as far as possible, more traditional face to face learning environments, whilst simultaneously trying to leverage the obvious differences between the bricks and mortar classroom and the virtual one. Online tutoring, by extension, is similar to face to face tutoring, with the most obvious difference being that online tutors will rarely meet course participants and will therefore need to work harder to emulate the social atmosphere and group dynamic characteristic of the face to face course. Online tutoring is part pastoral, part technical, part pedagogical and very hard work. It is neither a cheap, nor an easy option—a point worth bearing in mind when considering the jump to online courses, whether you are a centre director, a course director, or a potential tutor.

One of the most obvious differences between online tutoring and face to face teaching will be the perceived lack of real people on the course—a perception that can lead to feelings of alienation and isolation on the part of the participants unless it is addressed creatively from the very beginning of the course. Much more time is needed in online courses in what is often

called the socialisation, 'getting to know each other', phase. Whilst 30 minutes may often suffice with a face to face group, it is often necessary to spend up to a week online to achieve the same feelings of group identity and collegiality.

This phase of an online course will not only create a safe and comfortable group dynamic, but should also be used to negotiate the 'rules of engagement' which will be observed by the group—this stage is also important as there is a great deal of potential for misunderstanding online, given the lack of paralinguistic features. It will also allow participants to get a feel for each other before moving on to the course content itself.

For the tutor, the pros of teaching online are many. Online tutors can work from any location equipped with an Internet connection, and at any time of the day or night. Online tutoring means adding another string to your bow as a teacher—as the Internet becomes increasingly ubiquitous and the demand for online study grows, so will the demand for trained and experienced online tutors. Of course, for any teacher, learning new skills and developing oneself professionally is usually a hugely rewarding experience.

As for cons, there are two main negatives. One is the amount of time that online tutoring takes up, not only in providing constant learner support and feedback, but in designing new materials for online delivery if you do not already have these ready. Of course, there is no point in reinventing the wheel, and there is already plenty of good material out there on the Internet. Another negative is that institutions who implement e-learning often see it as the 'cheap' alternative to face to face teaching and underestimate the amount of hours that an online tutor will need to put in to run a successful online course. Luckily this rather blinkered view is becoming less prevalent as online course providers realise that offering quality online courses is the only way forward and that this implies some investment in effective materials design as well as in tutor training and tutor time.

This article, we hope, will have given you some brief insights into the issues and challenges surrounding online tutoring. We hope that in future articles we will be able to look in more detail into some of the issues we've raised here. (Hockly & Dudeney, 2005)