

Moodle を利用したライティング指導

- 高校英語授業における実践報告 -

Writing Activity with Moodle Site

Report of implement on English Classroom at Senior High School

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1. Introduction

Japanese teacher of English (JTE) and IT teacher as an engineer collaborate with building Moodle site to teach and correct writing English essays to enlist aid from English native speaker as an assistant language teacher (ALT), permitting learner to submit some tasks from distant places. This system is an exclusive site for school use, putting ICT tablet or CALL room to practical use for writing activity on English lesson. This school is to strengthen science and technology designated Super Science High school from MEXT. This leads learners to study physics, biology, mathematics, engineering, computer, and robots. Expressly, there is Information Technology field, which encourage learners to utilize computer or tablet in-out school.

2. Implement

2.1 Practical Application or Target

Japanese English learner is pre-intermediate or intermediate level. These learners have been leaning English at senior high school on second grader. Mainly, their questioning and exploring for the national science induce them to think logical. On the contrary, they have a difficulty in memorizing monotonous tasks on studying English.

2.2 Style of lesson

This course is held twice per a week by JTE and ALT alternately. 36 learners are divided into two groups as a small class. Originally, learners study an applied English grammar from JTE, English conversation from JTE and ALT. They had already learned basic grammar on the first grader. Relating with these grammatical points and daily articles, teachers assigned some writing tasks to the learners with PC or tablet.

2.3 Lesson with Moodle

On the first lesson, JTE teaches grammar and exercise on the purpose of input activity. The second lesson's held at CALL room or classroom with device.

2.4 Lesson plan

Following the textbook, a writing theme is food, cloth, and housing, which is focused on verb and sentence pattern, the useful expression of intention and expectation.

Figure 1 Plan for Second lesson

time	Students	Teachers
10 min		1.Deliver tablets to all student 2.Explain how to use tablet or PC 3.Direct to get access Moodle site 4.Explain the task
35 min	1.Power on device 2. Get access Moodle site. 3. Comprehend their writing task. 4. Investigate the article and access to exercise pages or dictionary on web. 5.Work on their manuscript.	(During activity) 1.Walk around the classroom 2.Assist learners 3.Handle the trouble or problem
5 min	Power device off	Explain homework and deadline

3. Moodle site

3.1 Page of Moodle site

Top page's appended some exercise pages made from Hot Potato. This aims learner to study vocabularies, idioms, and useful expressions before writing activity in advance.

Figure 2. Top page of lesson2

Lesson2
ダッシュボード > L2

Title: Food / Clothing / Housing



Write what you think about the benefits of eating healthy foods every day

Useful of expression
イディオム暗記フラッシュカード
ホキアブラリーエクササイズ

評定概要

参加者	52
下書き	1
提出	0
要評定	0

すべての提出を表示/評定する

Figure 3. Exercise page

Matching exercise

Check

get on A's nerves	Aをイライラさせる	Aをつかわせ、握る、手にいれる、Aと連絡をとる
get in touch with A		Aで英対する
get it	Bを手にいれる、Bを捕まえる	自分の思い通りにする、勝手な真似をする
get A wrong		Aを誤解する、取り違える
get a glimpse of A		～する機会がある、大層にも～する
get(take/grab/catch) hold of A		
get the better of A		
get A's hands on B		Aに勝つ、うまく取り切る、圧倒する
have(get) A's (own) way		
have difficulty(trouble) in doing	～するのが困難である、苦労する	
have faith in A		～するのちもつともだ、～する理由は十分にある
have an effect(influence) on A	Aに影響(効果)を及ぼす	Aを応用する、包摂する


3.2 Setting up Moodle

Course format of Moodle's set up to single activity format, and type of activity is configured assignment up. Learner can submit online text directly or file. Maximum number of submission of upload is unlimited that they can reconsider their idea.

4. Collaborating with teachers

To cope with all troubles including PC trouble during lesson, JTE, ALT and engineer walk around classroom frequently and assist learners. After activity, teachers correct writing essay on website. JTE focuses on grammatical point and English native speaker correct English nuance.

Figure 4. Example of learner's essay on screen



Write what you think about the benefits of eating healthy foods every day

If I eat healthy foods, I can live long time. There are Healthy foods many kind.
Example natto, aoziru, dried small sardines and yogurt. But some people don't like it. Because it is strong peculiar way. Especially many foreigner are don't like. But healthy food include many nourishment

5. Handling trouble

Some troubles occurred during lesson. Teachers must handle problems immediately. The main problems are as following:

- 1) Device didn't work on normally as system errors.
Solution: Main network system of school should be set to be able to get access frequently.

- 2) Learners couldn't gain access to Moodle site.
Solution 1:

Mainly, it is misspelling address such like comma or dot, not "noodle" but "moodle."

- Solution 2:

Edit setting of Assignment administration on Moodle should be modified to be able to submit unlimited.

6. Result and conclusion

It need time to get used manipulating Moodle and operating devices for beginner due to some troubles. Some learners preferred to write on paper as usual and got frustrated with operating device at the first time. Others participated in this activity with fun, and typed with their own tablets. Once mastering to utilize a system, it is capable of transmitting text data to learners, uploading some handouts of lesson and information on website frequently. Teachers can see the learner's access time and the submitting task anywhere. Some learners submitted tasks at midnight or early morning. It can get access anytime. These led learners to study more in- out school.

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