

Overcoming Barriers to Student Engagement in Using English Online

Mari Yamauchi & Mitsumi Uchida
JALT CALL 2011 Kurume
June 5, 2011

LEARN ENGLISH BY USING IT

- English is a tool, **not just a subject** to study
- 6 years of learning only in school = 900 hours → **not enough**
- Using English outside of school is **necessary**

GOALS OF THE ONGOING RESEARCH

- To create opportunities for **non-English majors** to use English outside of school
- To propose practicable ways to connect learning between in and outside of class - esp. where there's **limited access to ICT** in the classroom

PLATFORMS BEING CONSIDERED

	Teacher's readiness	Cellphone compatibility	Grading	Multi-media	Organized activities	Freer activities	Closed community	Open community
Moodle	◎	△	◎	△	◎	△	◎	×
Blogger	◎	○	△	○	△	△	○	◎
Posterous	◎	○	△	◎	△	△	○	◎
Tumblr	△	○	△	◎	△	△	○	◎
Facebook	○	○	△	◎	△	○	○	◎
Twitter	○	○	△	○	△	○	○	◎
Mixi	△	○	△	△	△	○	○	○

CUC 2B

- Themes covered in textbook

U6 See You in Cyberspace!

U7 Love in the Virtual World

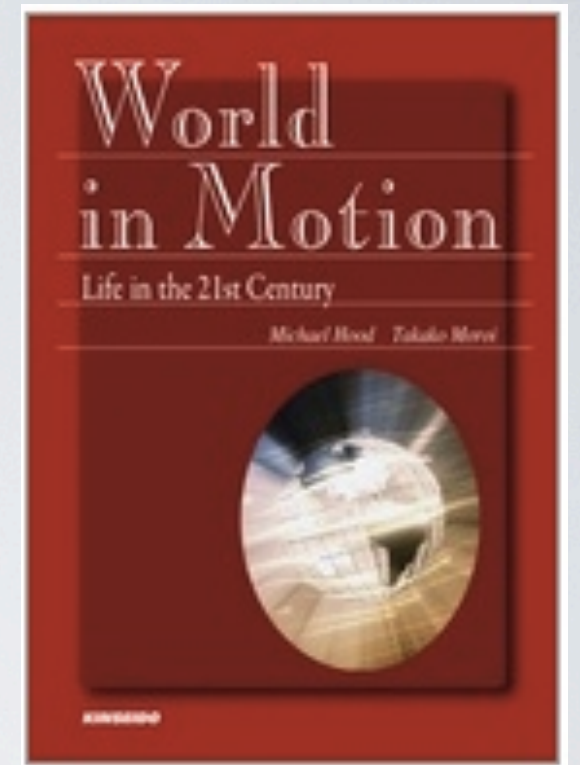
U8 The Wonderful World of English(es)

U10 Be Critical News Consumer

U11 What's Your Carbon Footprint?

U12 Ecotourism

- Topics for **Moodle forum activities**



1. How was your vacation?

2. On social networking

3. On online dating

4. Will you need English in the future?

5. What's your carbon footprint?

Moodle Project

1. Ban smoking

2. Cellphones for high schoolers

3. Business hours for convenience stores

4. Mr. Fuji for World Heritage

5. Toll-free expressways

6. Digital publication

7. Lower the voting age

8. English for business communications

9. Use more SNS

10. Increase classes in English

MOODLE COURSE: CUC 2B

HOME ► Eng2B

25 2nd-year students

People ☐

Participants

Activities ☐

Assignments

Forums

Resources

Search Forums ☐

“Moodle Project” : Cross-school Discussions (Individual)

English 2B 2010

English 1D 2010

Remote Courses

Moodle 科研プロジェクト <テレサ>

交流授業コース

TOEIC対策リーディングクイズ

[All courses](#)

Weekly outline

News forum

30 September - 6 October ☐

Great job everyone! 😊

自分の振り返り : 24/28名 & 他の人へのコメント : 6名 😊

(水曜 11:30現在)

出した分だけポイントつけてます。(10.24)

君、 君、この課題が残っていま

How was your vacation?

Writing assignments (Individual)

7 October - 13 October ☐

Social Networking - See You in Cyberspace

◇自由作文課題 : On Social Networking (最初の投稿 By 10/9 土 / コメント By 10/16)

出した分だけポイントつけてます。(10.24)

◇テキスト予習: Unit 7 (By 10/9 土)

U6 予習

On Social Networking

Preparations for the next unit (Group)

14 October - 20 October ☐

On Social Networking 2 - Love in the Virtual World

◇関連記事を探そう : On online dating (By 10/21)

マイコース

交流授業コース

教師: Hideto D. Harashima

教師: Shin-ichi Sato

教師: Mari Yamauchi

教師: Mari Yamauchi

教師: 明延 神田

Harahara MoodleとHuman Moodleの交流スペースとして、利用します。

外国語学習とMoodle

教師: Shin-ichi Sato

外国語学習とMoodle使用

コースの検索:

Moodle Project

カレンダー

2011年 02月						
日	月	火	水	木	金	土
		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					

Networked* forums for interschool discussions (Moodle Project)

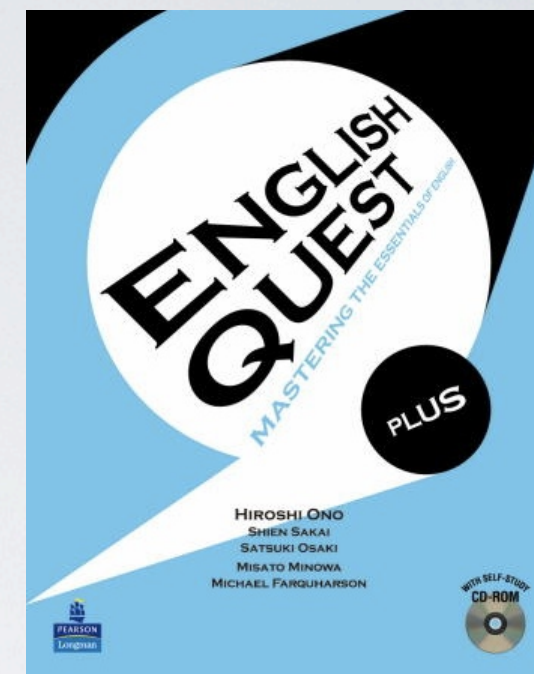
*MNet (Moodle Network)

A Practical Study on Collaborative Foreign Language Learning by Linking Multiple LMS's (2009-2011, <Kakenhi> (C) 215205820001, Harashima)

CUC ID

- Themes covered in textbook

- U7 How are you feeling?
- U8 I have sprained my ankle
- U9 Take me out to the movies
- U10 To read a book or not?
- U11 From earth with love
- U12 Go with chopsticks
- U13 Shall we dance?
- U14 What is “Yellow day” for?



- Topics for **Moodle forum activities**

1. How was your vacation?
2. School festival/ My favorite movie
3. Travel abroad/ My reading experience
4. 24-hour convenience store operations
5. What does your family do for fun in the winter time?
6. How inconvenient would it be if there were no mobile phones?

MOODLE COURSE: CUC ID

English 1D 2010


[HOME](#) ► Eng1D

33 1st-year students


People

 [Participants](#)








Activities

 [Forums](#)
 [Quizzes](#)
 [Resources](#)


Search Forums


[Go](#)
[Advanced search](#) 

Administration

 [Turn editing on](#)
 [Settings](#)
 [Assign roles](#)
 [Grades](#)
 [Groups](#)
 [Backup](#)
 [Restore](#)
 [Import](#)
 [Reset](#)
 [Reports](#)
 [Questions](#)
 [Files](#)
 [Unenrol me from](#)
[Eng1D](#)
 [Profile](#)

Weekly outline

 このサイトは主に、(1)テキストの予習と(2)自由作文課題に使います。


 後期のトピック：

- [How are you feeling?](#) 風邪を引いたら何をする◇後置修飾
- [I have sprained my ankle.](#) 病院での異文化体験◇関係代名詞の省略
- [Take me out to the movies](#) お勧めの映画は◇関係節
- [To read a book or not?](#) 漫画で読む日本の歴史◇関係節
- [From earth with love](#) ビニール袋は必要か◇比較
- [Go with chopsticks](#) 地球のためにできること◇助動詞
- [Shall we dance?](#) アメリカのダンス文化◇名詞節
- [What is "Yellow day" for?](#) 韓国の黄色日◇関係節

 [News forum](#)

30 September - 6 October

今週の課題：Moodle コースに登録する

 [U7 予習](#)

7 October - 13 October


◇テキスト：Unit 7 How are you feeling?

◇テキスト予習：Unit 8 (By 10/9 土)

◇作文課題：How was your summer vacation? (By 10/14 木)

 [U7 Let's Listen](#)

 [英作文課題1：How was your summer vacation?](#)

 [U8 予習](#)

Preparations for the next unit (Group)

Writing assignments (Individual)

OPU B2

- Themes covered in textbook

Ch8 Water

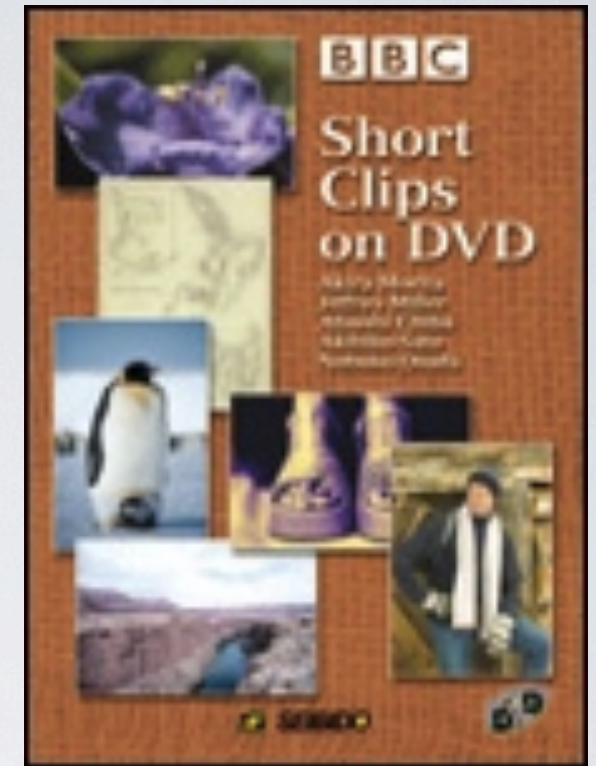
Ch9 The Marsh Arabs

Ch10 Stepping Out

Ch11 Medicine

Ch12 The Saami

Ch13 Penguin Feather Fabric



- Topics for Moodle forum activities

1. About myself

2. How was your vacation?

3. Plans for winter vacation

4. Christmas and new year at home

5. Travel abroad/ My reading experience

6. New year's resolutions

7. How inconvenient would it be if there were no mobile phones?

MOODLE COURSE: OPU

2010後 英語BII 【木I】

TOP » 201010399 英語BII

You are logged in as [教員] 内田 充美 (Logout)

25 1st-year students

OPU
learning support system

Switch role to... Turn editing off

People

Participants

Activities

Forums
Resources

Search Forums

Go
Advanced search

Administration

Turn editing off
Settings
Assign roles
Grades
Groups
Backup
Restore
Import
Reset
Reports
Questions
Files

Topic outline



シラバス[配布版] → ⌵ ⌶ ⌵ ⌵

受講登録期間 (10月1日~8日) の



課題提出のしかた → ⌵ ⌶ ⌵ ⌵

課題1. 自己紹介を5文以上の英文で書きましょう → ⌵ ⌶ ⌵ ⌵

英語表現メモ updated 20101201 → ⌵ ⌶ ⌵ ⌵

Add a resource... Add an activity...

1 Chapter 7 Food 【前半】

Chapter 7 Food [J] → ⌵ ⌶ ⌵ ⌵

Add a resource... Add an activity...

2 Chapter 7 Food 【後半】

承諾メールをください → ⌵ ⌶ ⌵ ⌵

meadの情報：アルコールは成人になってから！ → ⌵ ⌶ ⌵ ⌵

Add a resource... Add an activity...

3 Chapter 8 Water 【前半】 + ☆課題1 【第1週】 締切：2010102623:55

Chapter 8 Water [J] → ⌵ ⌶ ⌵ ⌵

Add a resource... Add an activity...

Writing assignments (Individual)

Latest News

Add a new topic...
(No news has been posted yet)

Upcoming Events

There are no upcoming events

Go to calendar...
New Event...

Recent Activity

Activity since Sunday, 29 May
2011, 04:25 PM
Full report of recent activity...

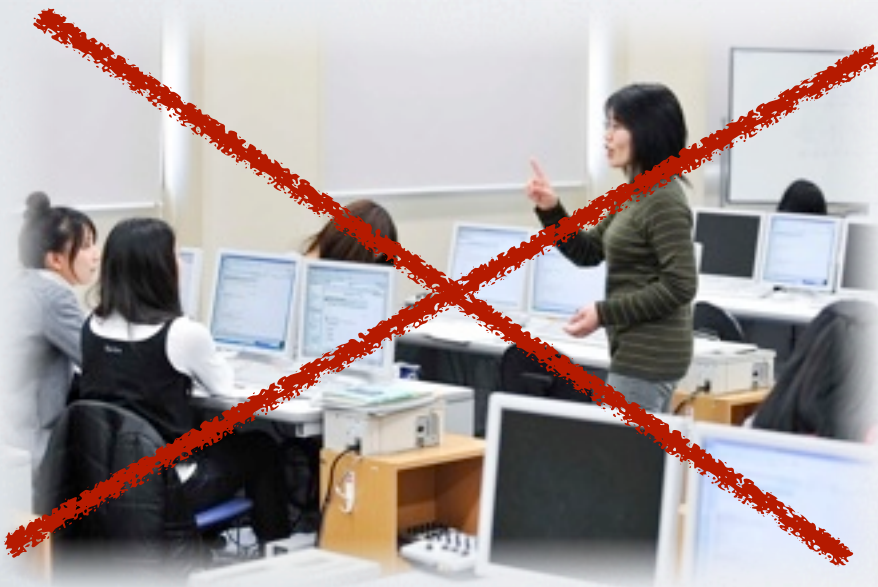
Nothing new since your last login

Blocks

Add...

POSSIBLE BARRIERS TO STUDENT PARTICIPATION IN AN ONLINE ENGLISH-USING ENVIRONMENT

- (1) Students' limited computer experience
- (2) The classroom with limited access to ICT
- (3) Students' negative feelings about learning/using English
- (4) Students' uneasiness to share their opinions



TO OVERCOME THE POSSIBLE BARRIERS TO STUDENT PARTICIPATION

- (1) Students' limited computer experience
- (2) The classroom with limited access to ICT
- (3) Students' negative feelings about learning/
using English
- (4) Students' uneasiness to share their
opinions

(1) & (2) ← EASY-TO-FOLLOW INSTRUCTIONS & HELP

- In-class instructions + a projector + handouts
- Online tutorials slides

Main Menu

- コース登録の手順 (英1D)
- コース登録の手順 (英2B)
- Site news

Site Administration

- Notifications
- Users
- Courses
- Grades
- Location
- Language
- Modules
- Security
- Appearance
- Front Page
- Server
- Networking

Available Courses

- English 2B 2010
- English 1D 2010

コース登録の手順

1. ログイン
2. 登録キー
3. プロファイル変更
4. パスワード変更

Slide 1 / 12

Google docs Menu

Learning Support System (OPU)

大阪府立大学授業支援システム

日本語 (ja)

OPU Learning Support System

大阪府立大学 授業支援システム

このフォーラムをメール購読する

カレンダー

2011年 05月

日	月	火	水	木	金	土
			4	5	6	7
			11	12	13	14
			18	19	20	21
			25	26	27	28

あなたの授業科目一覧

- 2010前 情報システム概論 【金V】
- 2011前 情報技術 【火II】
- 999910708 マニュアル用 日本語基礎会話I

過去のトピック ...

あなたの授業科目一覧

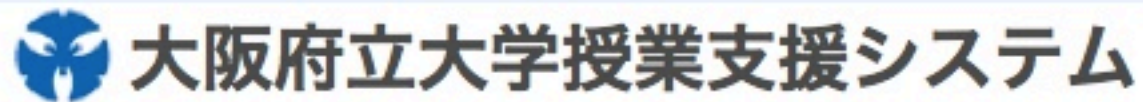
2011前 情報技術 【火II】
担当教員: [教員]

999910708 マニュアル用 日本語基礎会話I
担当教員: bbb00001

大阪の天気

2011年6月13日月曜日

Learning Support System (OPU)



[TOP](#) » [リソース](#) » [このシステムの使い方 \(マニュアル\)](#)

大阪府立大学 授業支援システムマニュアル

- [授業支援システム 学生向けガイド](#)
 - 学生が授業で利用する上で必要な一通りの操作方法が解説されています。

Help/Manuals are
provided on the site

Hands-on Instruction using iPad (OPU)



TO OVERCOME THE POSSIBLE BARRIERS TO STUDENT PARTICIPATION

- (1) Students' limited computer experience
- (2) The classroom with limited access to ICT
- (3) Students' negative feelings about learning/
using English**
- (4) Students' uneasiness to share their
opinions

Underdeveloped interlanguage →
A huge **gap** between what they can say and
what they want to say

(3) ← LANGUAGE HELP : EXAMPLES

次の意見に賛成ですか、反対ですか？

University students should build their own social network online.

「返信」を使って自分の意見を述べていきましょう。



Agree (投稿例：これに返信すること)

by [Mari Yamauchi](#) - Friday, 8 October 2010, 01:36 PM

I believe university students need to have their own social network online to effectively learn what they are curious about.

(主張)

If you have built your own network whose members you can trust, this network will be very helpful for you to learn new things.

(理由)

For example, if you want to know about working abroad and want to talk to someone with experience, or someone interested in similar things, you may not find such people around you. If you are connected with people online, it will be easier to find great people to talk to.

(理由の例)

*タイトルは、Agree (賛成), Disagree (反対), Partly Agree (部分的に賛成) のいずれかにしてください。

*主張と、理由を分けて書いてください。ただし、本文に (主張) などを記す必要はありません。

(3) ← LANGUAGE HELP : PARAPHRASES



Re: Partly Agree

by [blurred] - Friday, 8 October 2010, 01:44 PM

I am Partly Agree.

Because it is important for us to use the computer.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

Sum of ratings: [blurred]



Question

by [Mari Yamauchi](#) - Saturday, 9 October 2010, 01:12 PM

Hmm, it's not very clear who you partly agree with... You partly agree with me?

I agree with you that it is important for university students to use computers 😊

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

(3) ← LANGUAGE HELP : FEED-BACK MEMOS (OPU)



2010後 英語BII 【木I】

TOP » 201010399 英語BII » Resources » 英語表現メモ updated 20101201

[Update this Resource](#)

ピリオドなど「.,:;」クエスチョンマークなど「?!」のあとにはスペースをひとつ入れます。ただし強調のため2つ以上ならべる場合「!!」「??」はそのあとにだけひとつスペース。

===

【対応する日本語表現】 【* まちがった/不自然な表現】 【○ こうすれば通じる】

ばいばい *Bie *Bai ○Bye!

合うのが楽しみ *I'm looking forward to see you. ○I'm looking forward to seeing you.

次の冬休みが楽しみ *I'm looking forward to coming winter vacation. ○I'm looking forward to the coming winter vacation.

食べ物が合わなかった *The food(s) didn't agree with me. ○My system didn't accept the food(s). ○I didn't like the food(s) very much.

(催しなどが) 行われた *... was holded. ○... was held.

まだそれをしたことがない *I haven't done yet. ○I haven't done that yet.

遺憾なことです *I am regrettable ○It is regrettable that SV

～したのは不運でした *It was a misfortune to+原形 ○It was a misfortune that SV.

～したのは残念でした ○It was a pity that SV.

何を讀もうか迷っている *I hesitate about what to read. ○I'm still trying to decide what to read. ○I still don't know what I want to read.

信じられないくらいどうしようもない *unbelievable hopeless ○incredibly [unbelievably] hopeless ○absolutely hopeless

2010年に起きたこと *the bad things that gets up in 2010 ○the bad things that took place in 2010

そのお金で買う *buy by the money ○buy with the money

一緒に買い物に行こう *Let's go shopping with me. ○Let's go shopping together.

彼が混乱した *he confused ○he was confused

で、めちゃ楽しかった *So I really excited. ○So I was really excited.

(3) ← LANGUAGE HELP : VOCABULARY

おまけ : soapbox
by Mari Yamauchi - Thursday, 4 November 2010, 01:00 AM

get on soapbox (石けんの入った木箱に乗る→演説をぶつ) というフレーズなどで使うそうですね。

木箱を演台がわりに使ったことが語源。動詞で使ったりもします。
使用例は[こちら](#)をどうぞ。



英辞郎 on the WEB サイト検索 **goo** ショップ検索

soapbox 英和・和英 クリア データ提供:EDP

[Tip] キーワード入力補助でラクラク検索

検索文字列 **soapbox** 該当件数: 10件

* データの転載は禁じられています。

変化形 : 《複》 soapboxes

- **soapbox**
【名】
 1. せっけんを詰める木箱
 2. (即席で演説を行うときの) 演壇として使う箱
- 【自動】
〈話〉(熱烈に) 即席で演説する
・ The party members boldly soapboxed on street corners at the weekend. : その党員は大胆にも週末に即興で街頭演説を行った。
- 変化 《複》 soapboxes、分節 soap・box
- **soapbox orator**
街頭演説者
- **soapbox speaker**
《a ~》街頭演説者
- **on soapbox**
自分の意見を堂々と [偉そうに] 述べて
・ Sorry about being on my soapbox for so long. : こんなに長い間、偉そうに自分の考えを話してしまいすみません。
- **get off one's soapbox**
演説をやめる、自説 [自分の意見] を引っ込める ◆ 【反】 get (up) on a [one's] soapbox
・ I'll get off my soapbox if you get off of yours. : 君が自分の意見を引っ込めるなら僕もそうしよう。
- **get on a soapbox**
演説をする、一席ぶつ、自説 [自分の意見] を主張する ◆ 【反】 get off one's soapbox
・ I am not going to get (on) my soapbox about this subject because everybody here has already heard a lot about it. : この話題について自説を披露することは致しません。ここのおいでの方々がすでによくご存じだからです。 ◆ 【語源】 せっけんの木箱を即席の演台として使ったことから。

表現パターン get (up) on a [one's] soapbox

(3) ← LINK BETWEEN CLASSROOM ACTIVITIES & FORUM POSTING

Discussion about the topic
Vocabulary
Reading (+ **F on F**)
Think & write about the topic

Post the prep work
Comment on the posts

Follow up (**F on F**)
Listen & write about the topic
Grammar
Prep for the next unit (Group)

Post the writing on
the topic


Post the prep work
Comment on the posts


TO OVERCOME THE POSSIBLE BARRIERS TO STUDENT PARTICIPATION

- (1) Students' limited computer experience
- (2) The classroom with limited access to ICT
- (3) Students' negative feelings about learning/
using English
- (4) Students' uneasiness to share their
opinions**

(4) ← 2-WEEK UNITS TO ENCOURAGE INTERACTION AMONG STUDENTS (OPU)

5 Chapter 9 The Marsh Arabs 【前半】 + ☆課題2 【第1週】 締切: 20101109 23:55 writing

 Chapter 9 The Marsh Arabs [J]

 課題2. 夏休みの印象的なできごとについて、5文以上の英文を書きなさい

 TOEICやほかの試験のスコアをメモしてきてください


week 1: posting passages

6 Chapter 9 The Marsh Arabs 【後半】 + ☆課題2 【第2週】 締切: 20101116 23:55 commenting

 課題2. 2週目: コメントを書きましょう

week 2: making comments on classmates' postings

7 Chapter 10 Stepping Out 【前半】 + ☆課題3 【第1週】 締切: 20101123 23:55 commenting

 Chapter 10 Stepping Out [J]


 課題3. 冬休みをどのように過ごす予定ですか? 5文以上の英文でまとめましょう writing

8 Chapter 10 Stepping Out 【後半】 + ☆課題3 【第2週】 締切: 20101130 23:55 commenting


 課題3. 2週目: コメントを書きましょう

9 Chapter 11 Medicine 【前半】 + ☆課題4 【第1週】 締切: 20101207 23:55 commenting

 Chapter 10 Medicine [J]

 課題4. 家庭でのクリスマスや年末年始の習慣について、5文以上の英文で書きなさい writing

10 Chapter 11 Medicine 【後半】 + ☆課題4 【第2週】 締切: 20101214 23:55 commenting

 課題4. 第2週 コメントを書きましょう

(4) ← FORCED SUBSCRIPTION TO GIVE POSITIVE PRESSURE (OPU)

From	Subject	Date Received
111050... 学籍番号1110503050の...	...	Yesterday 22:04
1110503040 畑...	201110398 英語BI: Hello!	Yesterday 22:10
111050... すみません、送れました。...	...	Yesterday 22:22
1110503029 津...	201110398 英語BI: Hi!	Yesterday 22:45
1110503042 福...	201110398 英語BI: Hello!	Yesterday 22:45
1110503050 南...	201110398 英語BI: Hello.	Yesterday 22:55
1100501039 出...	201128061 英語学研究1 A: Hello!!	Yesterday 22:55
1110503059 和...	201110398 英語BI: Hello!	Yesterday 23:00
1100501050 樋...	201128061 英語学研究1 A: Hello!	Yesterday 23:05
1110503052 村...	201110398 英語BI: Hi!	Yesterday 23:10
1110503032 鳥...	201110398 英語BI: Hi♪	Yesterday 23:25
1110503034 中...	201110398 英語BI: Hello.	Yesterday 23:25
1110503035 中...	201110398 英語BI: Hello	Yesterday 23:30
1110503024 高...	201110398 英語BI: Hi	Yesterday 23:40
8110511012 竹...	201128061 英語学研究1 A: My Hobby	Yesterday 23:50
8110511012 竹...	201128061 英語学研究1 A: Hello	Today 0:10
1100501034 守...	201128061 英語学研究1 A: Hello!	Today 0:20

Reply-To: Do not reply to this email <noreply@swallowtail.gw.osakafu-u.ac.jp>

201128061 英語学研究1 A -> Forums ->
作文課題1 (一週目) 30日 月曜日 23:59 締切 -> Hello!

Hello!
by 11005010... - Monday, 30 May 2011, 10:34 PM

My name is ...

My birthday is 10 August and 19 years old.

I am not good at playing sports.

They keep getting email notifications

(4) ← GROUP WORK TO PROMOTE COMMUNICATION AMONG STUDENTS



Discussion	Started by
unit10 第4段落	[Name]
Q4) P58 Reading for comprehension 4	[Name]
Q3) p58 Reading for comprehension 3 提出者	[Name]
Q2) UNIT10 Reading for Comprehension 2	[Name]
Q1) P58 Reading for comprehension 1	[Name]
⑤ UNIT10第5段落	[Name]
④ Unit 10 4段落 26行目～29行目	[Name]
④ Reading to Learn 4 段落 2 3 行目～2 6 行目	[Name]
③ P.57 reading for comprehension part 3	[Name]
② Unit10 Paragraph 2	[Name]
① Unit8 First paragraph	[Name]
おまけ : soapbox	Mari Yamauchi

p.63 段落④
 by Yashiro Yashiro - Sunday, 14 November 2010, 07:33 PM

The closer I looked, the more ways I found to reduce my carbon footprint.

近くを見れば見るほど、私は自分のカーボンフットプリントを減らすための方法を見つけた。 ()

For example, many of my home appliances, such as the TV and stereo, have a little red light that stays on even after I turn the device off.

例えば、私の家のいくつかの器具、テレビやステレオのようなものは、スイッチを切った後に小さな赤いライトがまだ付いている。 ()

These are called energy vampires, and they constantly draw electricity.

それはエネルギーのバンパイアと呼ばれている、それも電力を消耗する。 ()

By unplugging vampire devices when not in use, I cut my electricity consumption by 7%.

それを使用できない時に、電力浪費機器のプラグを抜くことで、私の電気消費量を7%まで切ることができる。 ()

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

Average of ratings: ()

OUTCOMES (& 2011 IMPROVEMENTS)

(1) Students' limited computer experience

→ **The biggest challenge**

(2) The classroom with limited access to ICT

→ **Challenging** until they start to participate

(3) Students' negative feelings about learning/using English

→ **More (explicit) language help** might be desirable

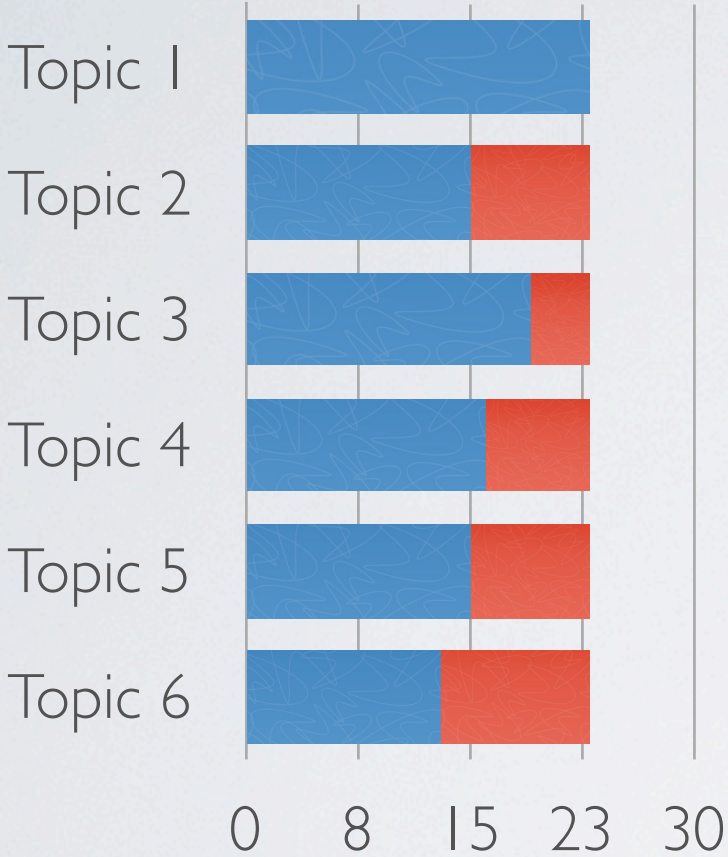
(4) Students' uneasiness to share their opinions

→ **Communicative** activities preferred to language exercises

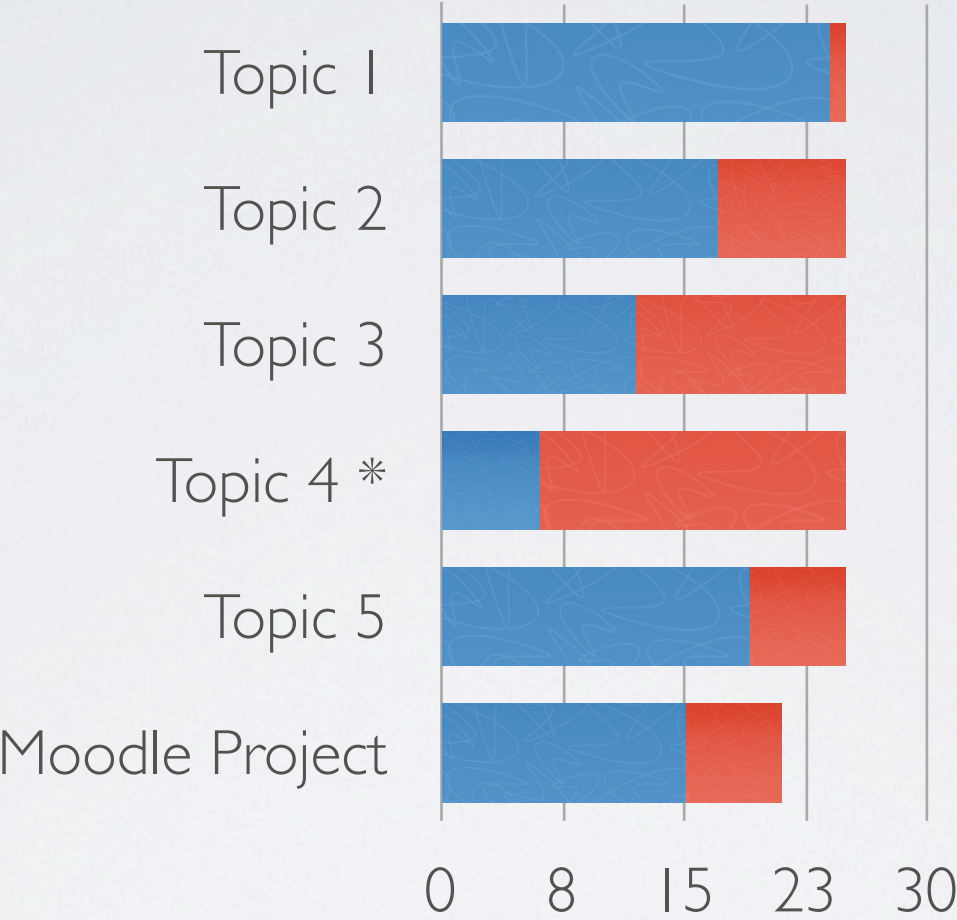
(5) Other **motivational** factors

PARTICIPATION: MOODLE FORUM POSTING

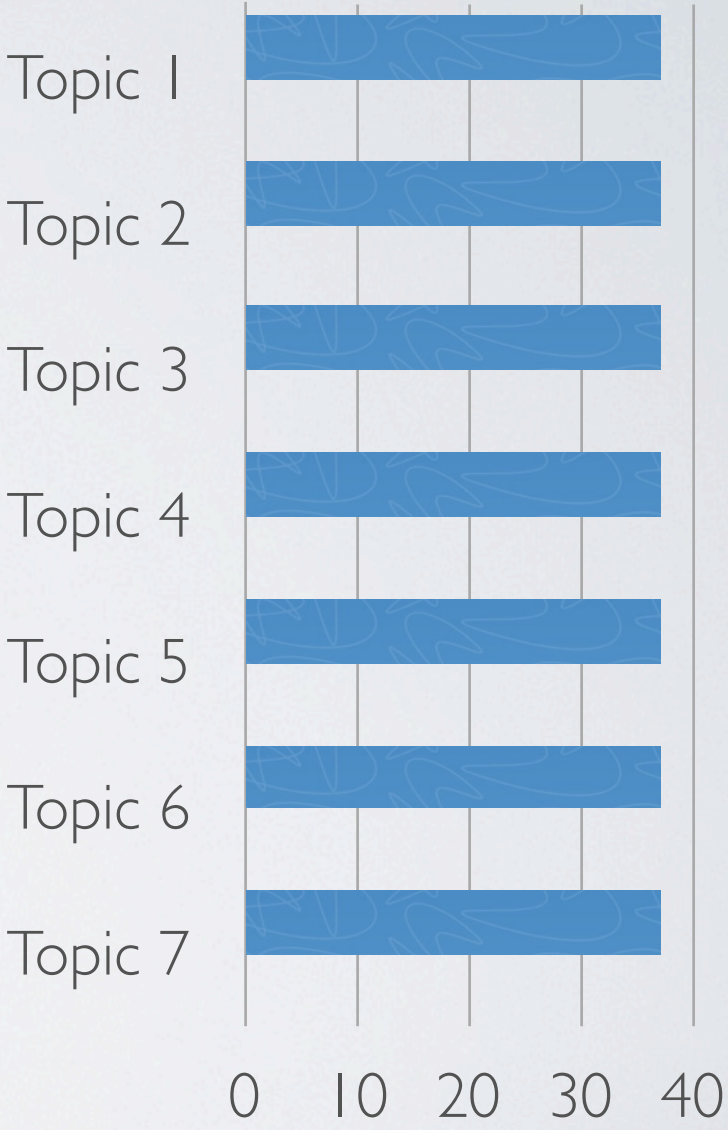
CUC ID



CUC 2B



OPU



Contributed Not contributed

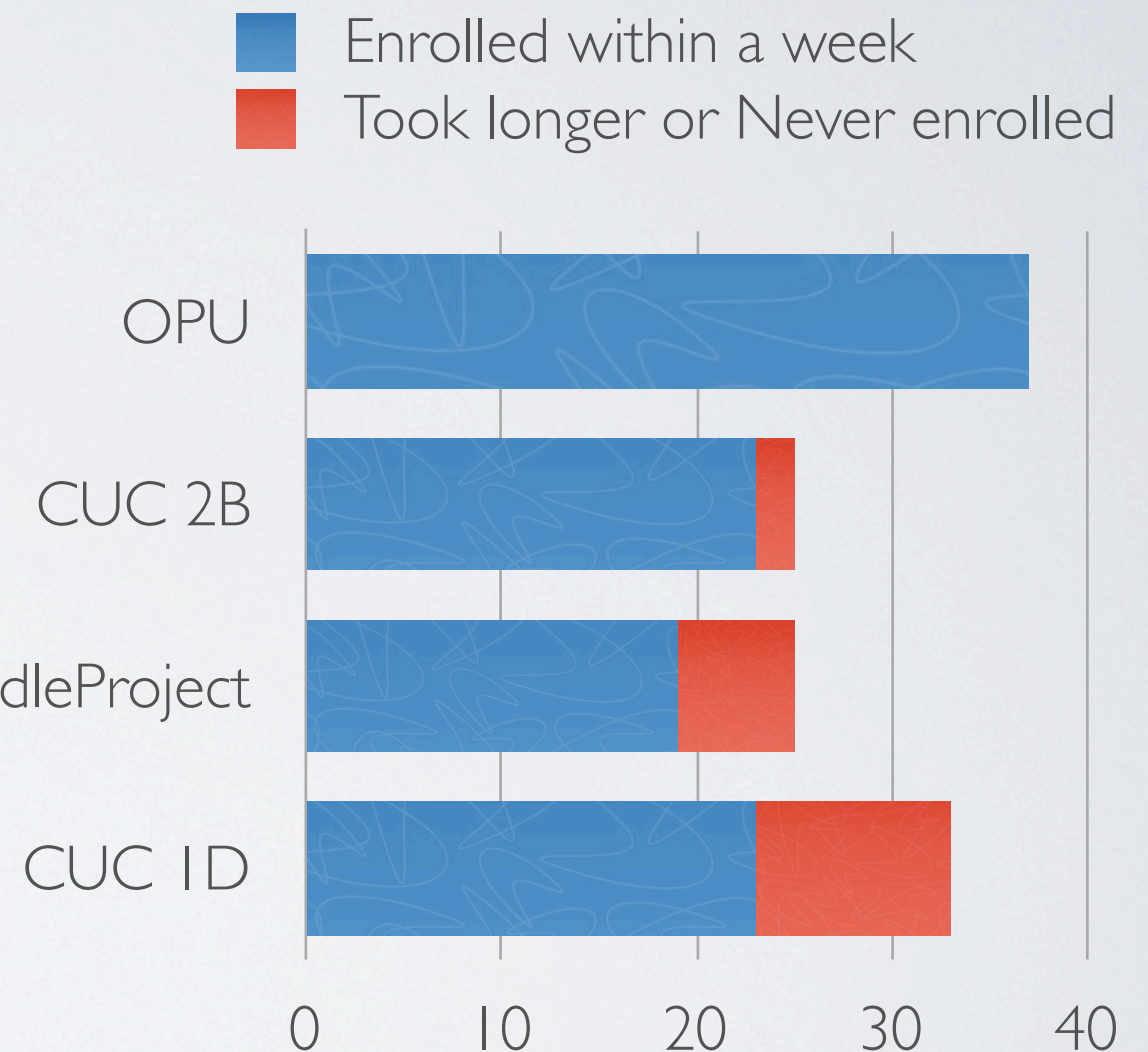
COMPUTER SKILLS - BIGGEST CHALLENGE

OPU: All the 37 students enrolled by admin

CUC: Enrollment was difficult for some, esp. freshmen (1D)

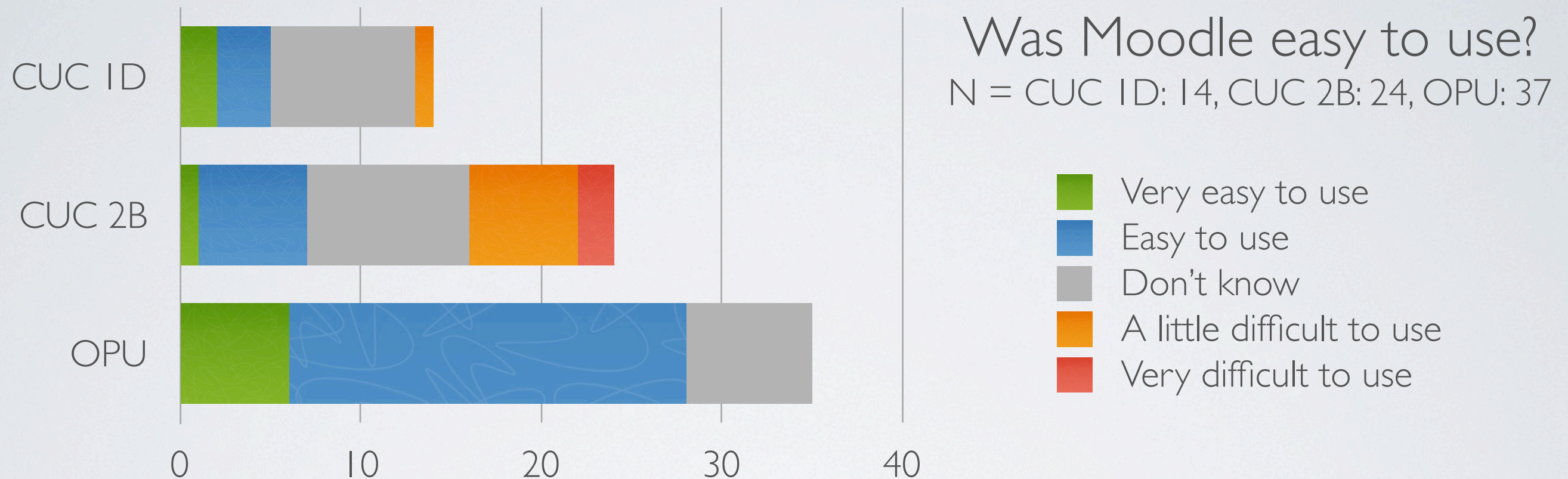
I'm not good at using computers - I couldn't even log in easily. (CUC 2B)

Oh, did I have to access the site on a computer? (CUC 1D)



Some hands-on sessions may be desirable

MOODLE MAY NOT BE VERY USER-FRIENDLY FOR SOME STUDENTS



Some hands-on sessions may be desirable
Forced subscription would help

Wish I could have used my phone!

Websites incompatible with cellphones
are inconvenient.

It would've been easier with a smartphone!

How about using cellphones for such
online activities?

I don't often use computers.

I don't want to be asked for
the password every time.

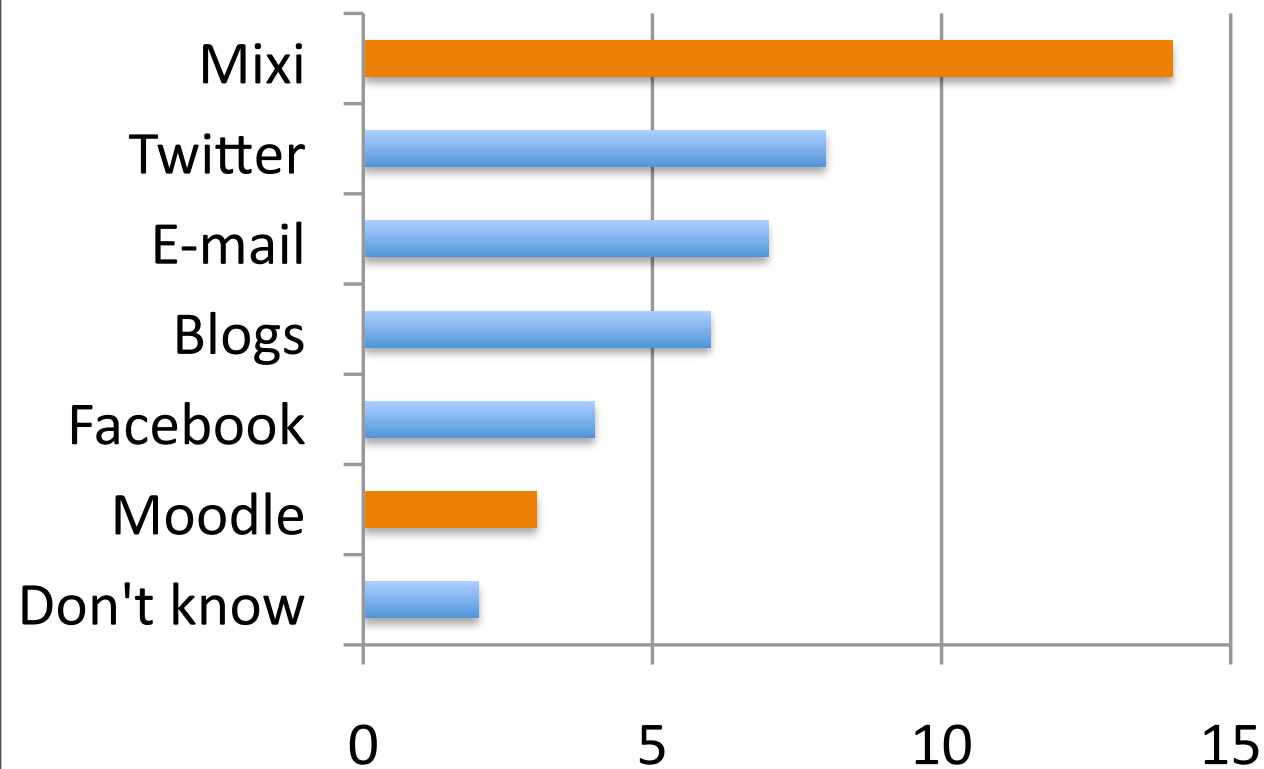
Sometimes I didn't know how
to work on Moodle



Cellphone-compatible ways should be explored

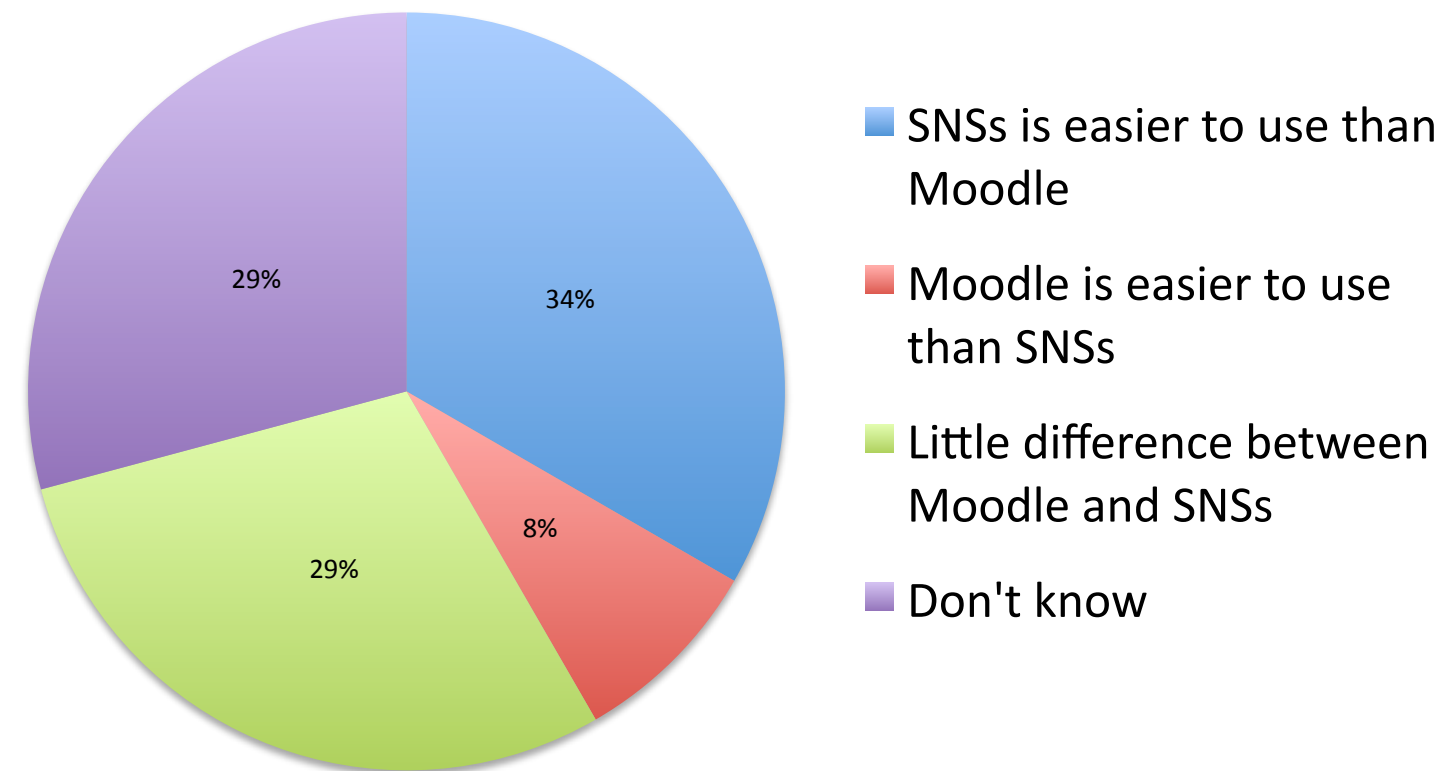
Which would you like to use
for online discussions?

(CUC 2B, N = 24)



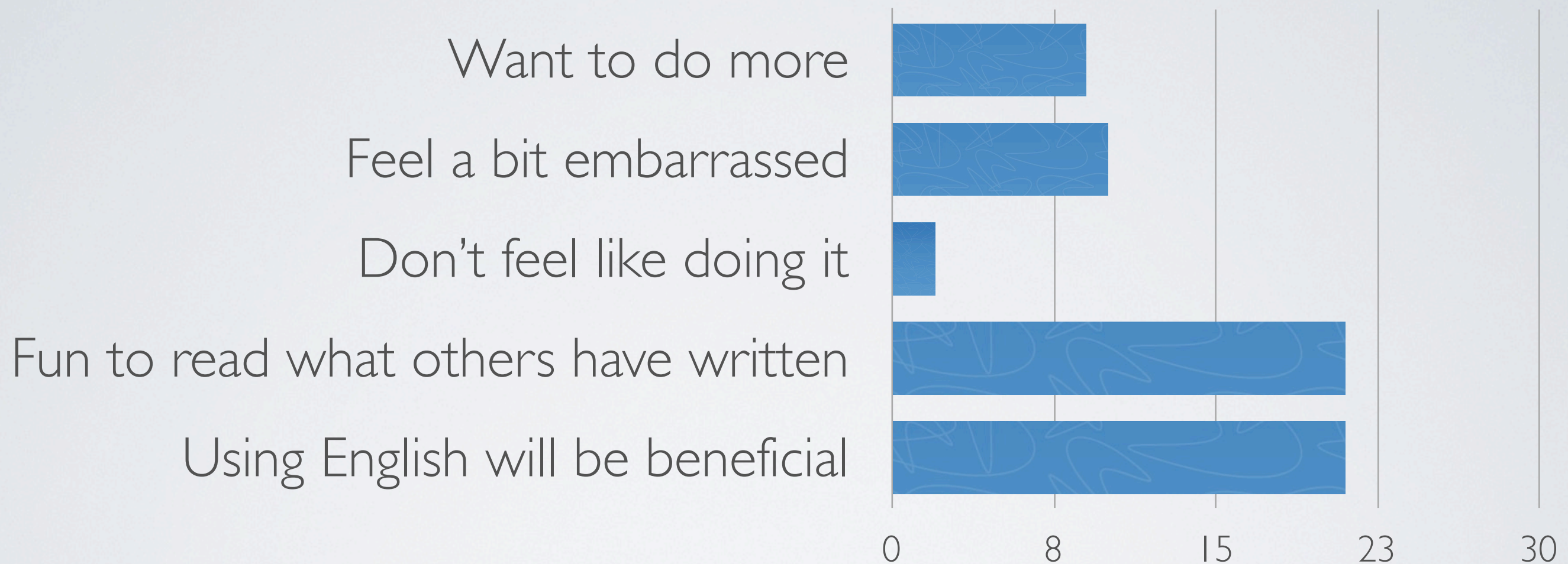
Which do you think is easier
to use, Moodle or SNSs?

(CUC 2B, N = 24)



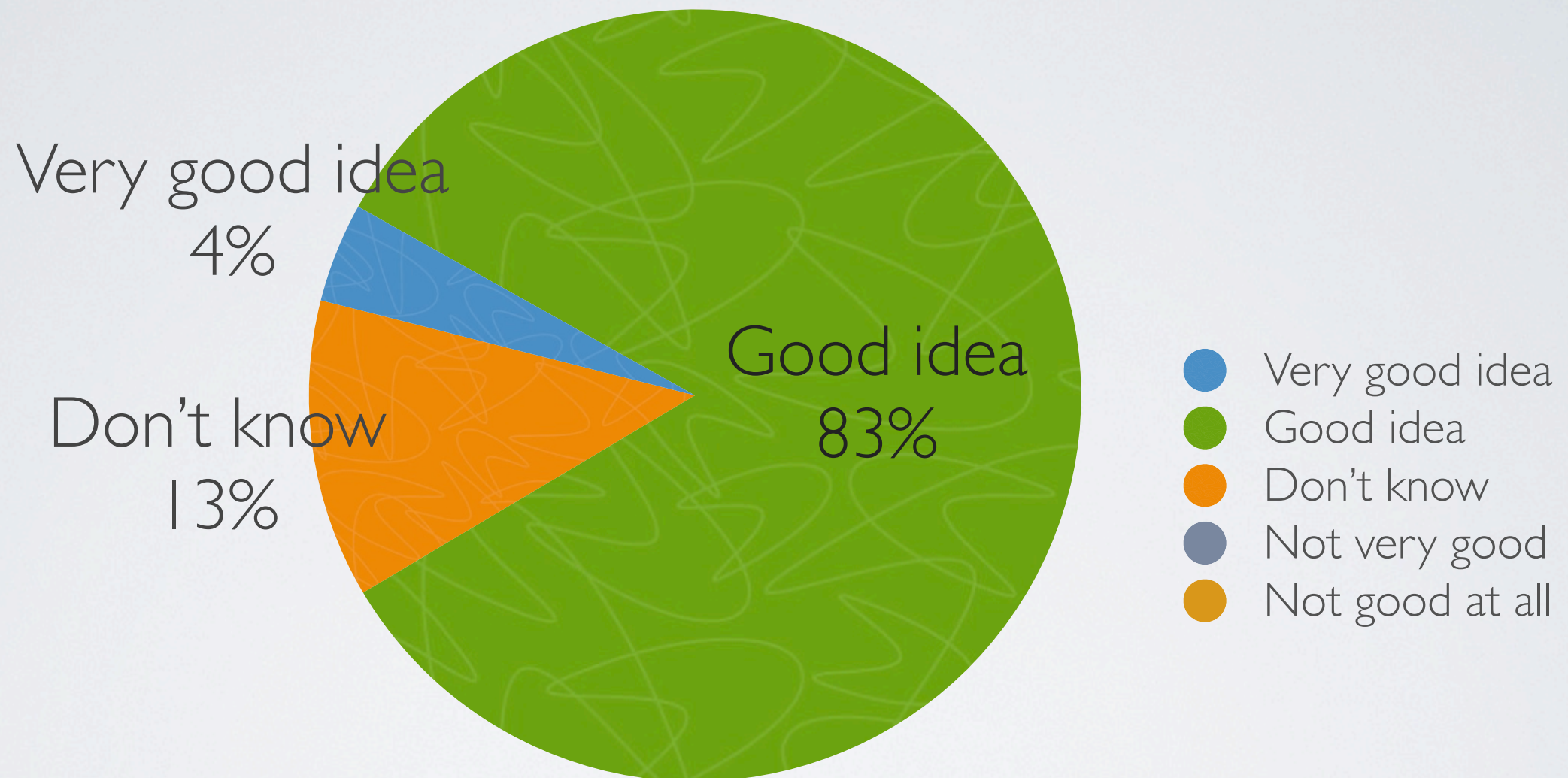
For online discussions, more familiar tools
might be a better choice

CLASSROOM SETTING WOULDN'T MATTER ONCE THEY HAVE JOINED



What do you think of sharing information or opinions
in English online? (OPU, N=37)

CLASSROOM SETTING WOULDN'T MATTER ONCE THEY HAVE JOINED



What do you think of sharing information or opinions
in English online? (CUC, N=24)

STUDENTS WANTED MORE LANGUAGE HELP AND LANGUAGE EXERCISE

Comment on the content

Correct mistakes

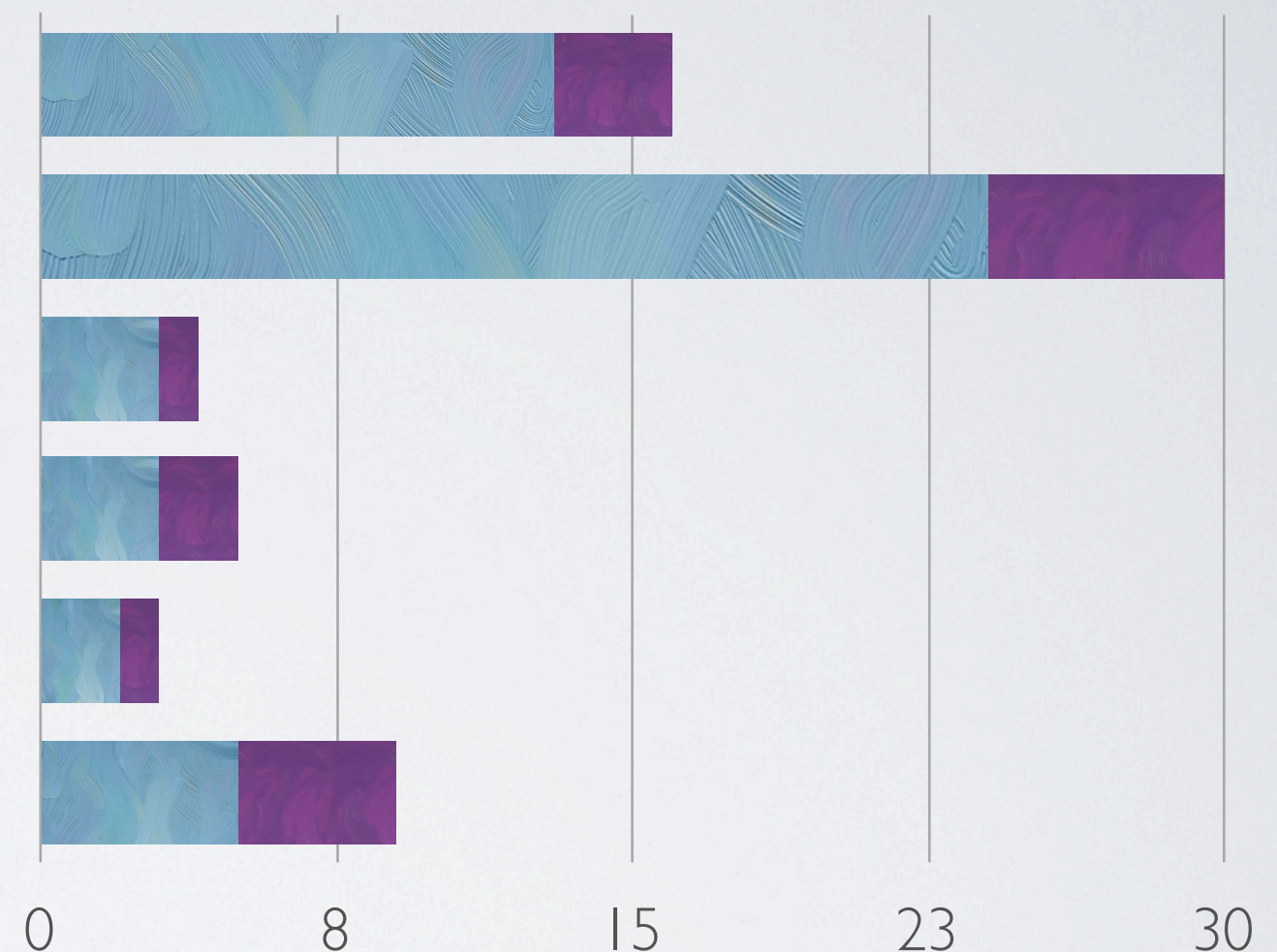
Give marks

Quick comment

Quick grading

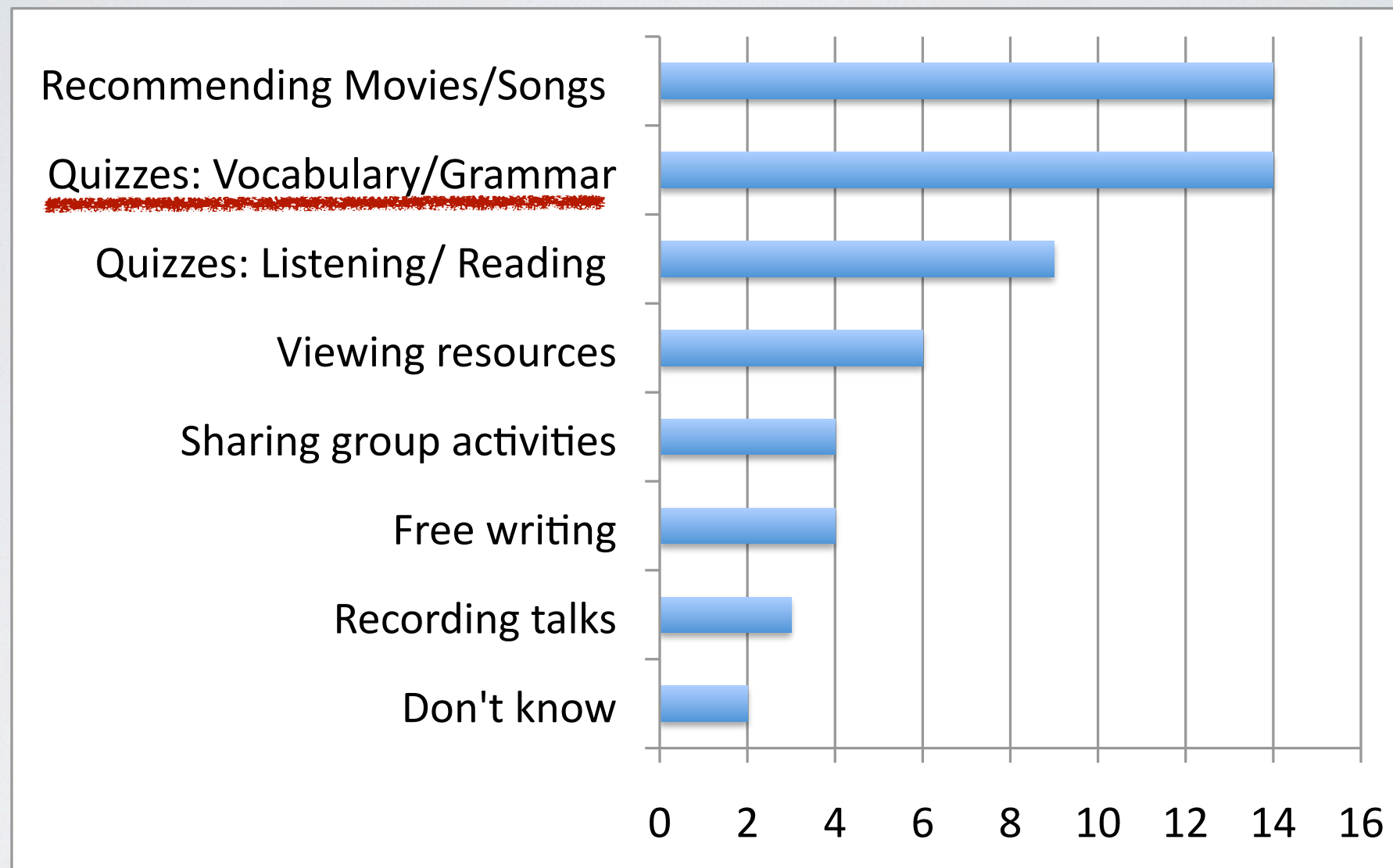
Others

OPU
CUC iD



What would you want from the teacher?
(OPU, N=37 CUC, N=14)

STUDENTS WANTED MORE LANGUAGE HELP AND LANGUAGE EXERCISE



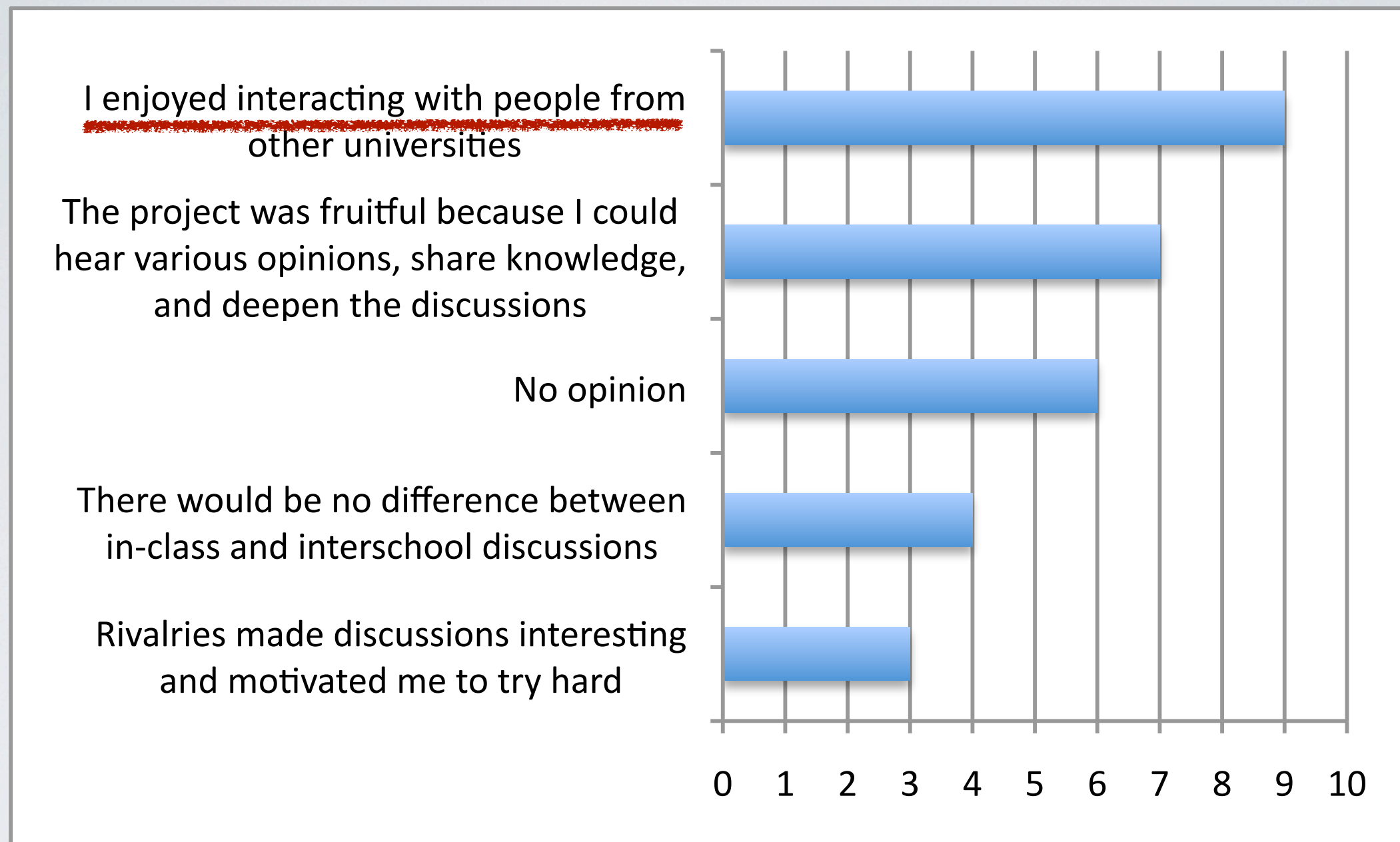
What types of activities would you like to do using Moodle? (CUC 2B, N = 24)

MANY ENJOYED INTERACTIONS WITH PEOPLE



What do you think of receiving comments from classmates?
(OPU, N = 37; CUC ID, N = 14)

MANY ENJOYED INTERACTIONS WITH PEOPLE



What do you think of the online discussions among 4 universities?
(CUC 2B, N = 24; *15 joined one or more discussions)

STUDENTS ARE INTERESTED IN INTERACTION

Writing	1	2	3	4	5	MP
Viewers	25	20	15	17	20	19*
Contrib.	24	17	12	6	19	15
Views	522	124	191	129	182	
Posts	63	17	14	13	24	45

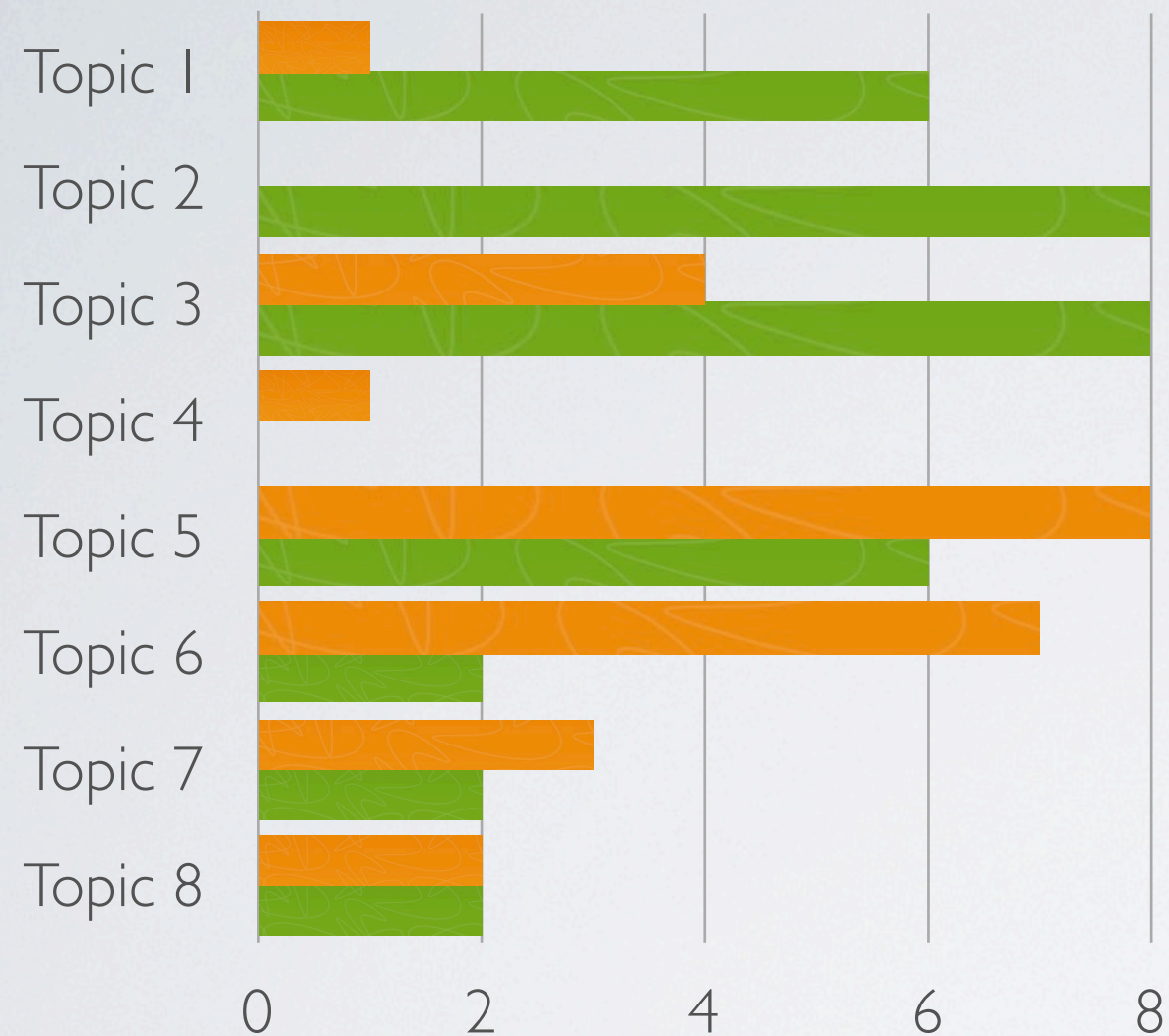
Writing Topics

1. How was your vacation?
2. On social networking
3. Will you need English in the future?
4. What's your Carbon Footprint?
5. Travel experience

MP = Moodle Project
(CUC 2B)

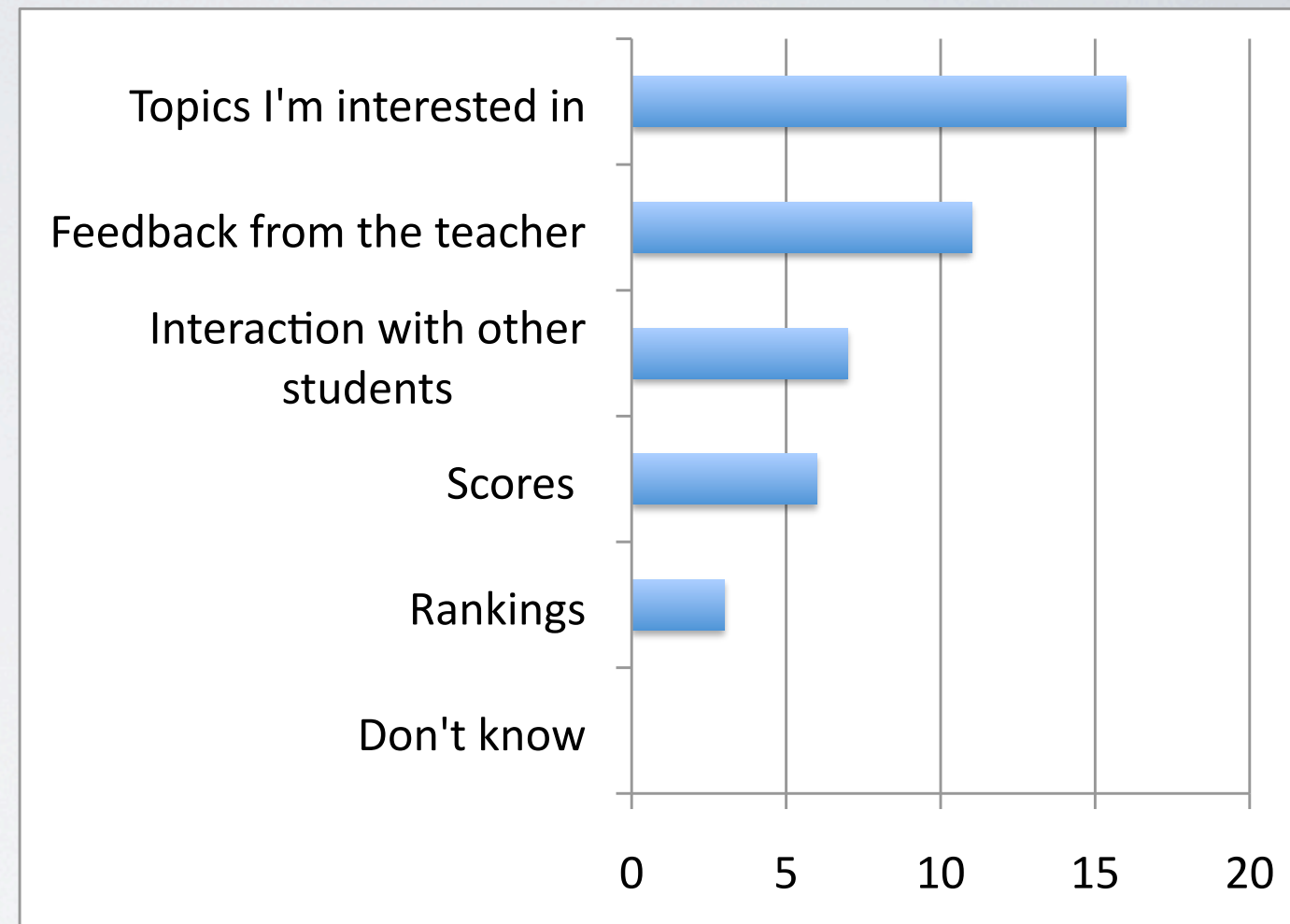
Students accessed just to
view others' posts over
and over

OTHER MOTIVATIONAL FACTORS: INTRINSIC & EXTRINSIC



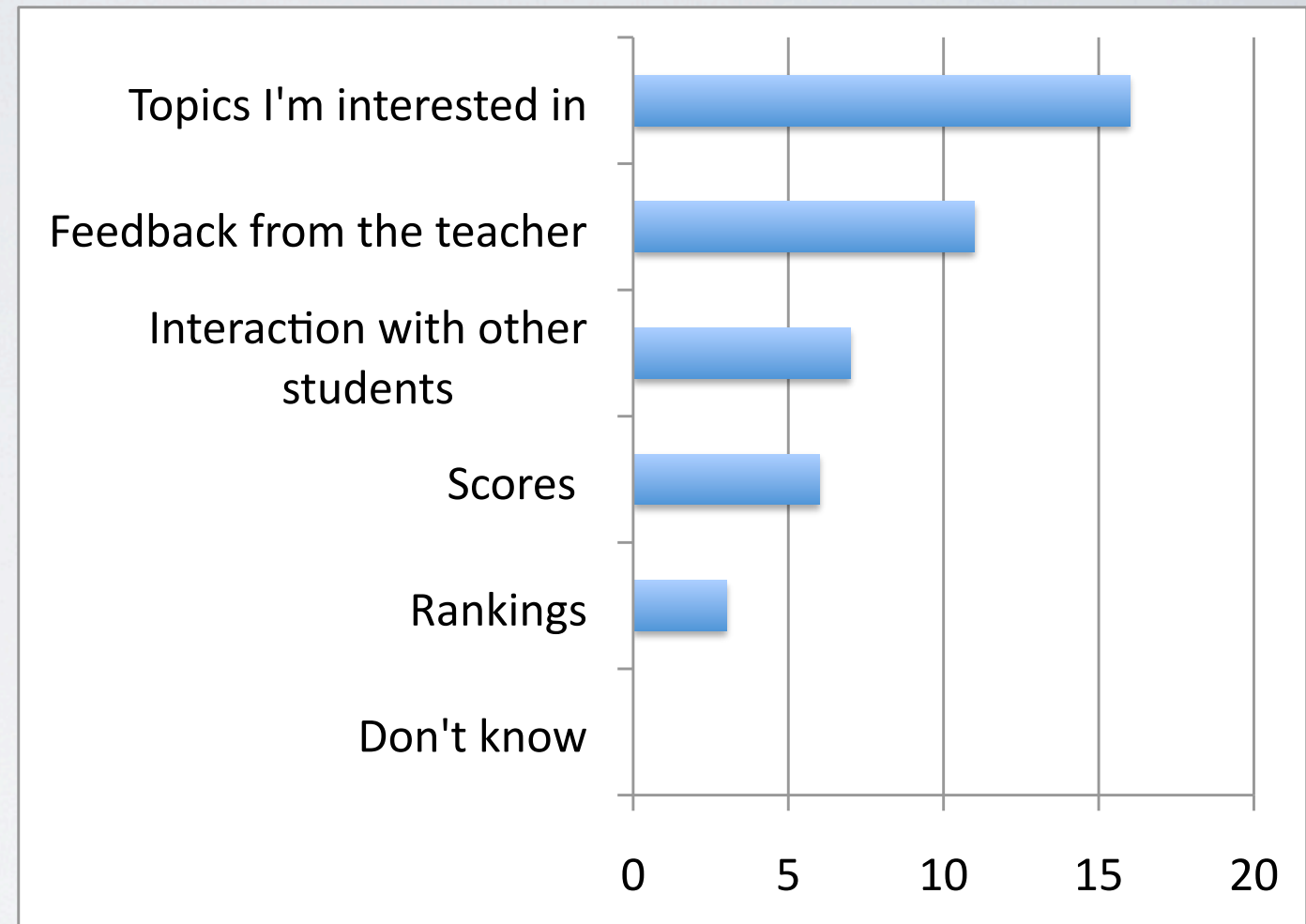
Difficult
Easy

Which topics were easy to write about, or which topics were not?
(OPU, N = 37 ; CUC, N = 14)



What do you think motivate you to join?
(CUC 2B, N = 24)

Topics would matter to increase participation



What do you think would motivate you to join?
(Class) N = 24

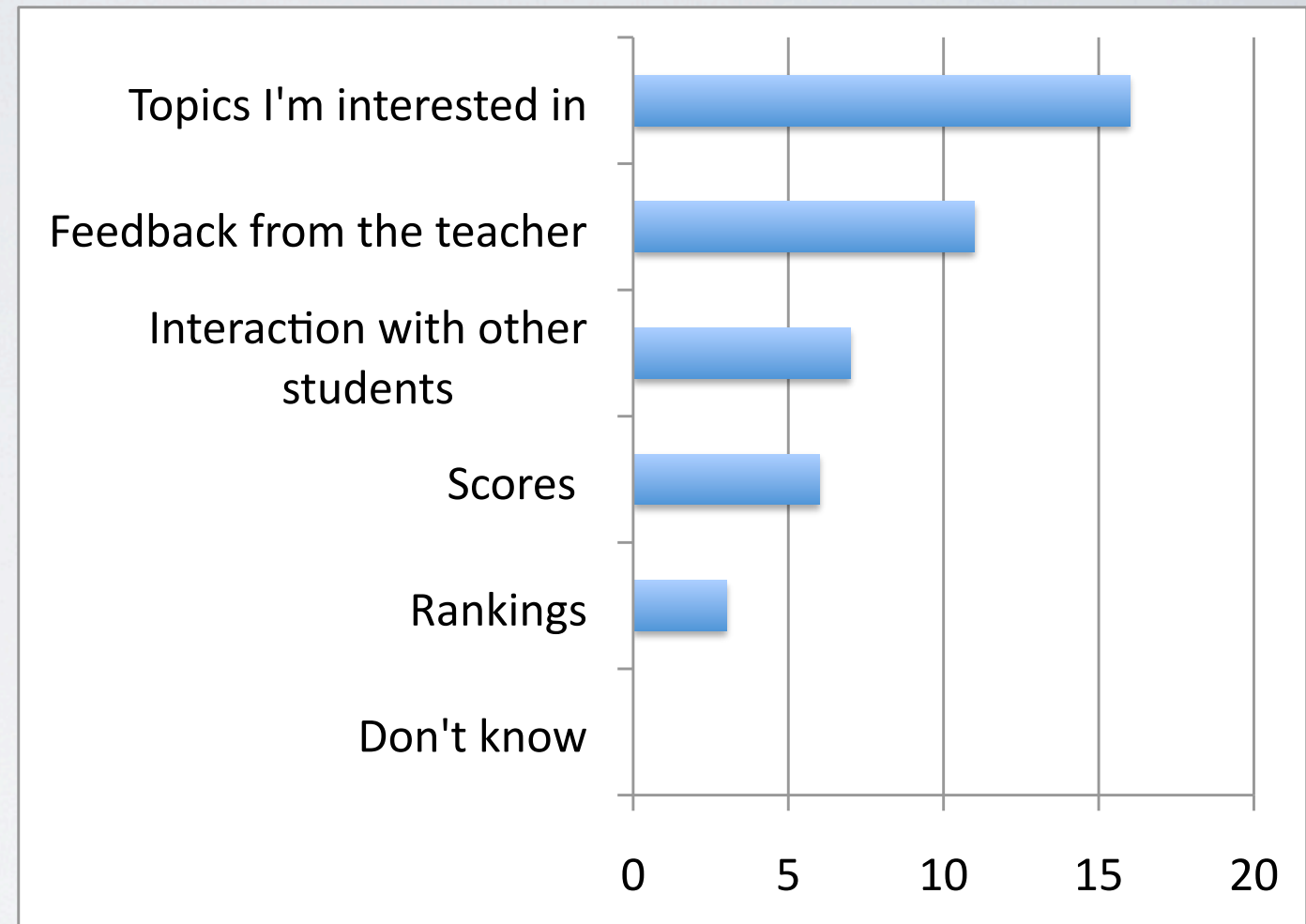
TOPICS WOULD MATTER TO INCREASE THE
PARTICIPATION

OTHER MOTIVATIONAL FACTORS: INTRINSIC & EXTRINSIC

Once they have joined, they will like it. To get them started, extrinsic motivation would be desirable.

- Make the activities a compulsory part of the course
- Give them rewards for participation and good work
- Peer pressure can help less motivated students to work

First I felt reluctant but later on I found it really interesting.



What do you think would motivate you to join?
(Class) N = 24

TOPICS WOULD MATTER TO INCREASE THE
PARTICIPATION

SUMMARY

1. Moodle is great for creating a secure online environment where students are engaged in activities controlled/managed by the teacher
2. A few hands-on sessions may be desirable for those who feel uncomfortable to use computers
3. Keitai lovers may find Moodle less user-friendly
4. In-class/online language help, group work and links between in-class & online activities can help encourage students to use English
5. Students appear to want to interact with others and share their opinions or information online
6. Selecting good topics will increase student participation

2011 IMPROVEMENTS

- Easy start with email posting (Blogger)
- Moodle Quizzes
- Focus-on-form sessions in class
- Feedback given both online and in class
- Topics selected on the surveys
- Explicit links between in- and out-of-class activities (Moodle Quiz, Lesson organization)
- Extrinsic motivation