

# Managing a Required Oral English Program with Moodle

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Moodle Moot Tokyo 2013

# Reasons for Moodle Course

1. encourage all students to comply with the weekly homework assignments.
2. monitor the students' compliance with homework (20-25 percent of grade).
3. coordinate part-time teachers efforts to complete the curriculum and fulfill the homework requirement.
4. learn more about Moodle (e-learning) and how to utilize its features in language education.

# Quizzes based on Textbook

- English First Hand (Success-Upper level and Access-Regular=mixed level)
- Audio files placed on server (publisher OK)
- 1<sup>st</sup> semester 18 quizzes: Vocabulary quiz, Listening quiz, & Grammar quiz (matching and fill-in)
- 2<sup>nd</sup> semester 24 quizzes: Vocabulary quiz, 2 Listening quizzes (1 for gist and 1 M/C cloze), & Grammar quiz

# Moodle Courses: Oral English 1 & 2

科目名	曜日・時限目	学科	レベル	グループ	Moodle コース	小テスト 締め切り
オーラルイングリッシュ I, II	火・2	人間健康	U	Ia	Upper	火10:30
オーラルイングリッシュ I, II	火・2	人間健康	R	Ib , IIa IIb	Regular	火10:30
オーラルイングリッシュ I, II	水・1	国際コミ	U	V1 Barrow	Upper	水8:50
オーラルイングリッシュ I, II	水・3	国際コミ	U	V2	Upper	水12:50
オーラルイングリッシュ I, II	水・3	国際コミ	R	V3 V4 V5	Regular	水12:50
オーラルイングリッシュ I, II	水・4	心理コミ	U	H1 H2	Upper	水12:50
オーラルイングリッシュ I, II	水・4	心理コミ	R	H3 H4 H5	Regular	水12:50
オーラルイングリッシュ I, II	水・5	スポーツ	U	K1 K2	Upper	水12:50
オーラルイングリッシュ I, II	水・5	スポーツ	R	K3 K4 K5	Regular	水12:50
オーラルイングリッシュ I, II	水・3, 4	再履修	R	再履修水・3 再履修水・4	Regular	水12:50
オーラルイングリッシュ I, II	金・4	再履修	R	再履修金・4	Regular	金12:50
英語 I, II	木、金	音楽・体育・保育	R	1音楽全木・4, 1保育CD金・2, 1体育全金・5	Regular	金12:50
英語 I, II	火・3, 4、火・3 (A,B,C)	ライフ	U	ラ総A ラ総D	Upper	火12:50
英語 I, II	火・3, 4、火・4 (D- H)	ライフ	R	ラ総BI, ラ総C ラ総E, ラ総F ラ総G ラ総H	Regular	火12:50
オーラルイングリッシュ III,IV	火・4	スポーツ2回生		A B C	Upper	火12:50
コース種類:	Regular: 火10:30, 火12:50, 水12:50, 金12:50,			Upper: 火10:30, 火12:50, 水8:50, 水12:50;		
Course name	Day and time	Department	Level	Teachers	Textbook	Deadline

## Problems with 1<sup>st</sup> try

Self-registration of profile made registration hard

Group Code key system complicated

A few teachers wanted editing permissions

One week cancelled due to Taiphoon

## New problems from 2.2 migration with 2<sup>nd</sup> try

Metacourse design complex and buggy

Difficulty in editing quizzes and gradebooks

Deadlines all set to Friday night for simplicity

Orientation arranged in computer rooms in May

# Issues with Part-time teachers

- Getting part-timers to agree to one textbook to ensure coverage of essential words and grammar. Textbook burn out syndrome.
- Lack of experience and interest with Moodle resulted in some problems the 1<sup>st</sup> year. Orientation was too complex the first year. We provided support in terms of class registration and gradebook export of excel files.

# 1<sup>st</sup> try averages IF > 0

Dept.	Part.	1 <sup>st</sup> sem.	2 <sup>nd</sup> sem.	Year
Pre-school	75	108	109	166
Life Design	47	118	137	178
Health	79	74	115	153
Sports	124	70	62	129
Psychology	87	71	124	111
Inter. Comm	59*	57	132	122

\*does not include foreign and intensive English

# Non-participation 1<sup>st</sup> try

- Student performance was noticeably down in the second semester. This is due to the number of students that did not participate at all in the second semester, most of them in the Daigaku. 185 out of 349 Daigaku participants (53%) did not participate at all in the second semester.



# Homework requirement

- Based on a questionnaire (123 responses), students were spending, on average, about 15 minutes a week per section (vocabulary, listening, grammar). Not considering individual differences, this means that with two quizzes per week, they may spend about 30 minutes or more on Oral English homework.

# Tandai 2<sup>nd</sup> try figures

• TANDAI COUNT	335		
	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	totals
• AVERAGES >0	61.45	73.35	75.65
• COUNTIF 0'S	33	157	

# Daigaku 2<sup>nd</sup> try figures

- COUNT 342  
1<sup>st</sup> sem 2<sup>nd</sup> sem average
- AVERAGES >0 52.29 122.14 80.84
- 0'S 69 279

# Teacher Survey

1. How easy is it for you to use Moodle for checking students' completion of Moodle quizzes? 8 out of 14 responded

- Moderately easy 50%, 4 of 8 respondents
- Not at all easy 25% 2

2. How useful are the Moodle quizzes in getting students to preview or review listening and grammar exercises?

- Very useful 37.5% 3
- Moderately useful 25% 2
- Slightly useful 25% 2

3. How much support do supervising staff give to the part-time staff for using Moodle?

- A lot 25% 2 A moderate amount 37.5% 3
- A little 37.5% 3

4. How **reasonable** are the expectations for student completion of Moodle quizzes at OIU?

- **Moderately reasonable 43% 3 out of 7**
- **Slightly reasonable 29% 2**

5. Is **25% of the semester grade** too much for Moodle quizzes, too little, or about the right amount? Much too much 14.29% 1

- **Somewhat too much 62.5% 5**
- **Much too much 12.5% 1**

6. In general, how well do teachers at this school collaborate with each other?

- Very well 25% 2
- Slightly well 37.5% 3
- Not at all well 25% 2

7. In terms of your professional growth, how much has your experience with Moodle added? In other words, how has your experience with Moodle benefitted your teaching career?

- A little 37.5% 3
- None at all 37.5% 3

8. Overall, are you satisfied with the teaching experience at this school, neither satisfied nor dissatisfied with it, or dissatisfied with it?

- Extremely satisfied 25% 2
- Moderately satisfied 57.14% 4

7. In terms of your professional growth, how much has your experience with Moodle added? In other words, how has your experience with Moodle benefitted your teaching career?

- A great deal 0%
- A lot 12.5% 1
- A moderate amount 12.5% 1
- A little 37.5% 3
- None at all 37.5% 3

# 2013-14 Ideas

- Simple design of courses with pre-registration by staff
- Orientation in the fall semester to restart
- Make gradebooks more accessible to part-timers
- Mid- and end-of-semester progress reports
- Seek stronger support from administrators
- Offer more assistance to part-timers
- Consider new types of activities





# High Achievers 1<sup>st</sup> try

- 27 (22 in the Daigaku) high achievers attained more than 400 points for the year. 8 (7 from Daigaku) attained 500 or more points. Those scoring more than 100 points per semester ranged from 33% (28% Daigaku) the first semester to 25% (23% Daigaku) the second semester.