

[報 告]

An English class using customized smartphone-compatible online study material

スマートフォン対応オンライン学習素材を使った英語の授業

Myles O'Brien

Abstract

A set of online study material, to be used instead of a textbook, was made for a customized English course for nursing students. Techniques of HTML5 and JavaScript were employed to make the material usable on PC, tablet, or smartphone. The material provided a game-like experience to increase motivation, requiring the students to interact with the computer not merely by clicking, but in such ways as listening to spoken English and typing English input.

A survey at the end of the course showed that the great majority of the students did not feel inconvenienced by the lack of a textbook, and found it convenient that the course material was available online anywhere. However, the number who accessed the material frequently by smartphone was very small. The free comments seemed to indicate that overall satisfaction with the course was high.

Keywords: CALL, smartphone, online study material

Introduction

This paper will describe an attempt to make online English study material customized to meet the needs of a class for Japanese nursing students. The aim was to provide the students with all the course material necessary for study, practice, and revision in online form, without the need for any supplementary printed material. It was also planned that the material would be available to the students at any time, regardless of their location, on PC, tablet, or smartphone. Another requirement was for it to provide a game-like experience to increase motivation, requiring the students to interact with the computer not merely by clicking, but in such ways as listening to spoken English and typing English input. How these aims were achieved, and how the material worked in practice, including

surveys of student reaction, will be described.

First, some detail about the content, rather than the functioning, of the course will be given. Planning for this new course was necessitated by a curriculum change whereby an elective subject aimed at students with a relatively high level of English was replaced by a compulsory subject which all students (approximately 100) must take, regardless of their English level. The previous elective course had been aimed especially, though not exclusively, at students who were interested in participating in the international exchange activities of the university. The new course was expected to retain an international dimension, though the proportion of students with a special interest in international exchange activities, or indeed in English itself, would be greatly reduced because the students were not

choosing to take the course themselves. Therefore, it was decided to include some general material relevant to overseas travel, regardless of the purpose of the trip. This includes expressions for use in places / situations such as airport, airplane, immigration, hotel, taxi, shopping, asking directions, meeting people, etc., which could be useful to all students going overseas, not just those with particular interest in international exchange. But also, more specialized situations were included, for example, visiting a medical facility for study, or explaining to an English speaker about such topics as Japan in general, the Japanese medical system and nursing education system, and student life in Japan. Some of this material might be a little too specialized to suit the interest of some students, but could, nonetheless, broaden their English education. Of necessity, the result was something of a compromise as regards content and level of difficulty, but it was hoped that every student would find at least some parts stimulating and useful.

In order to convey these contents to the students in a way which would motivate even those with less interest in English, it was decided to employ technology, in the form of Computer Assisted Language Learning (CALL). This would have an advantage over traditional printed material in enabling both new vocabulary items and practice / revision material to be presented in an interactive, game-like way. Of course there is no automatic guarantee that better motivation and more effective learning will come about simply from using technology in general or CALL in particular. However, many studies have shown CALL to be effective for motivation and learning, when used properly.¹⁻³⁾

Additional advantages of the CALL system that was adopted are: 1. The contents of the lessons could be easily revised at any time, and the revised version would be immediately available to all students. 2. A

record of which students had finished which revision exercises was recorded to a database, which encouraged the students to do each exercise to the end.

The material was all made from scratch by the teacher, using HTML5 and JavaScript, and was designed to be usable not just during class on desktop computers, but at any time or location on PC, tablet, or smartphone, so that the students could use it at their own convenience any time they liked. Smartphones have become so popular now among students in Japan that it is a rare student indeed who does not have one. It is ten years since the first smartphone, the iPhone, was launched by Apple in 2007. But even before 2007, mobile phones were popular among students, and researchers were investigating how to use them for language education. In 2005, Thornton and Houser⁴⁾ reported that 99% of their students were using mobile phones for email whereas only 43% were using PC. Their experiment in sending regular vocabulary lessons to the students by SMS was favorably received. The term MALL (Mobile Assisted Language Learning) had even come into use.⁵⁾ These days, the term CALL is undoubtedly too narrow to encompass the range of devices used for language learning,⁶⁾ and terms such as TELL (Technology Enhanced Language Learning) have come into use. Nonetheless, "CALL" is so firmly established with its very long history that it remains in widespread use.

The possibilities offered for language education by mobile phones, with their small, low-resolution screens, are very limited. The introduction of smartphones opened up a whole new world of possibilities for MALL,⁷⁻⁹⁾ though it took some time for smartphones to become practically universal among students in Japan. Barrs¹⁰⁾ reported that in January 2011, in his class of 80 students at Kanda University of International Studies, only 20 had a smartphone. However, attitudes among the students

towards the use of smartphones for language study were favorable, and similar feelings have been found in diverse countries, such as the USA,¹¹⁾ Iraq,¹²⁾ Korea,¹³⁾ and China.¹⁴⁾ A more recent study in Japan¹⁵⁾ found beneficial effects on the study habits of a group of students who were encouraged to bring their smartphones to class for academic purposes, compared with a group who were forbidden to use their smartphones in class. Burston¹⁶⁾ even sees a Bring Your Own Device (BYOD) approach, in which students bring their own mobile devices to class, as a feasible alternative to classroom desktop computers.

However, while students are skilled at using their smartphones, and use them very frequently, this does not necessarily mean that they prefer to use a smartphone rather than a PC in every circumstance. The smaller screen size and more cumbersome method of keyboard input obviously makes a desktop PC much more comfortable to use in, to take a very clear example, using a spreadsheet application. The same principle holds for language learning activities where there is a significant amount of keyboard input. In fact, Stockwell has found that students showed an overwhelming preference for using a PC over a mobile phone¹⁷⁾ or smartphone,¹⁸⁾ in such

activities, though the scores obtained were similar. This author found a similar reluctance among students to use a smartphone for the course activities when a PC was available, as will be described in more detail later.

Exercise Types

A typical lesson begins with the introduction of new vocabulary items which will be important in the lesson. An example is shown in Fig. 1.

Clicking (or tapping in the case of a smartphone) on one of the 3 buttons at the top (英語 両方 国語) will show all the items in English only, both languages, or Japanese only, respectively. Also, clicking on an individual English or Japanese item will toggle between showing and hiding its equivalent in the other language. In this way, students can conveniently memorize the items, and check their recall at any time. Another exercise type is matching, of which there are a couple of variations. An example of the basic type is shown in Fig. 2.

Each English item on the left or right has an equivalent Japanese or English item on the other side. Clicking (tapping) on one of the items will cause

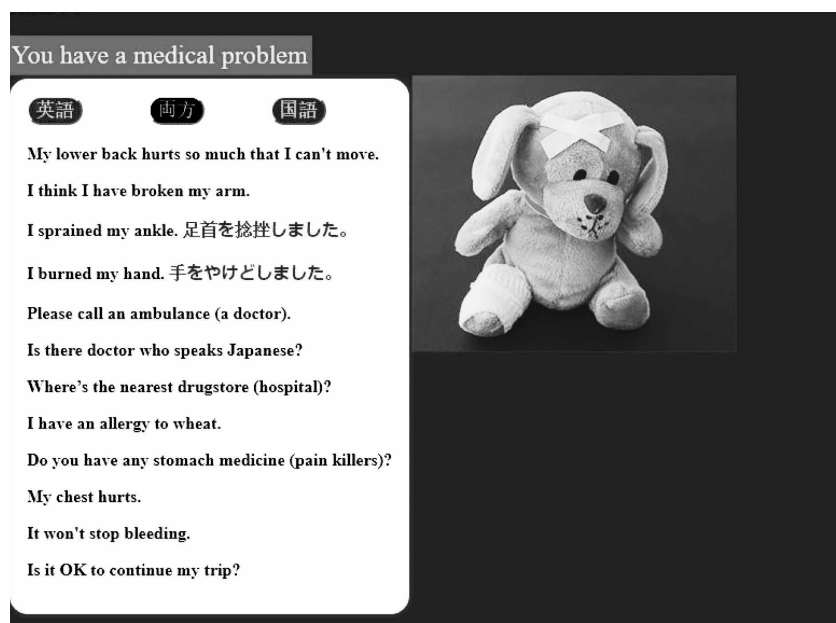


Fig. 1. Introduction of new vocabulary

Lesson 1-3

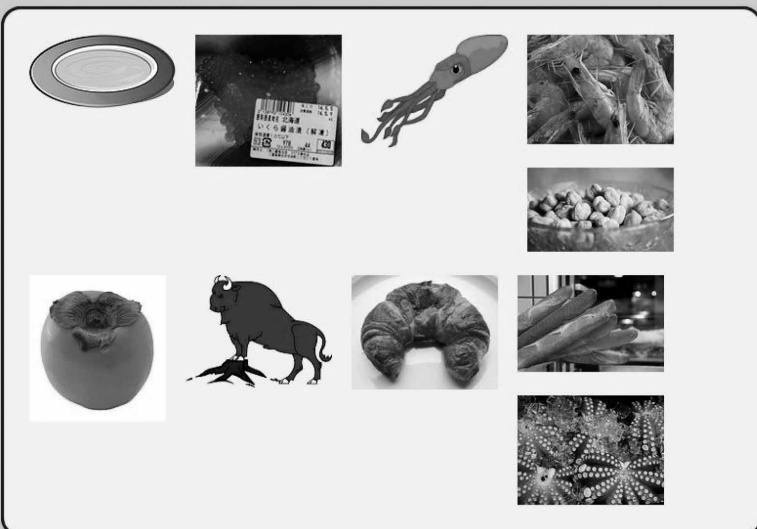
matching

片付ける	luggage
baggage	aisle
bin	乗る
board	stow
packing	荷造り
直立位置	upright position
通路	compartment
積み込む	take away
搭乗券	boarding pass



Fig. 2. Basic matching exercise

Do you recognize these?



octopus squid persimmon shrimp bison baguette chickpea croissant hummus salmon roe

Fig. 3. Matching words and images

it to be highlighted. Then, if the equivalent item on the other side is clicked, both items will disappear. The aim is to make all the items disappear, but another game element is that a mistake will cause all the items that had previously disappeared to reappear. This makes the exercise almost impossible

to complete by random clicking, so that a student must remember the items properly or cannot reach the end, and also adds some tension and fun.

There were also two variations on the basic matching type. One used images instead of words for



Fill in the blanks from the list. 要らない単語も二つある

besides where instead every away isn't most lost must opposite onto
won't from both

You: Excuse me! I think I'm *****. I'm looking for Frampton Station.
Man: Yes indeed, you ***** be lost, because you're going the wrong way.
You: But this is Frampton Street, so ***** it on this street?
Man: Yes it is, but you're walking in the ***** direction.
You: Ah, I see! I went left when I turned ***** this street from Pine Street, so I should have gone right *****?
Man: Sure, sure! But Pine Street is over a mile back. You're more than 2 miles ***** the station now.
You: Oh, no! I'm tired from walking already. Is there any other way to go ***** on foot?
Man: There is a bus, but it goes only once ***** hour. In fact, here it comes now, but we're not near a bus stop, so it ***** stop.
You: So, I'll just have to take a taxi. I don't think there are many taxis around here. Do you know ***** I can get one?
Man: Actually I'm a taxi driver and my cab is parked just around the corner, so ***** of us are in luck!

Fig. 4. Matching words with their correct positions



Fig. 5. A type-in exercise for vocabulary review

one of the two item sets (Fig. 3 shows an example) and the other required matching words to their correct positions in a conversation. There were also some unnecessary words, so that there would still be a necessity to choose even when only one unfilled position remained (Fig. 4 shows an example).

Other exercise types involved keyboard input. As a vocabulary review at the end of a lesson, the students were often asked to do an exercise of the type shown in Fig. 5.

The green arrow to proceed to the next item only appeared when the item had been filled in correctly in the blank field.

A multi-field type was also used, with no restriction on the order of filling in. Each field's white background turned pale green when the correct text had been entered, as the example in Fig. 6 shows.

The final basic type also required keyboard input from the students, but was much more elaborate

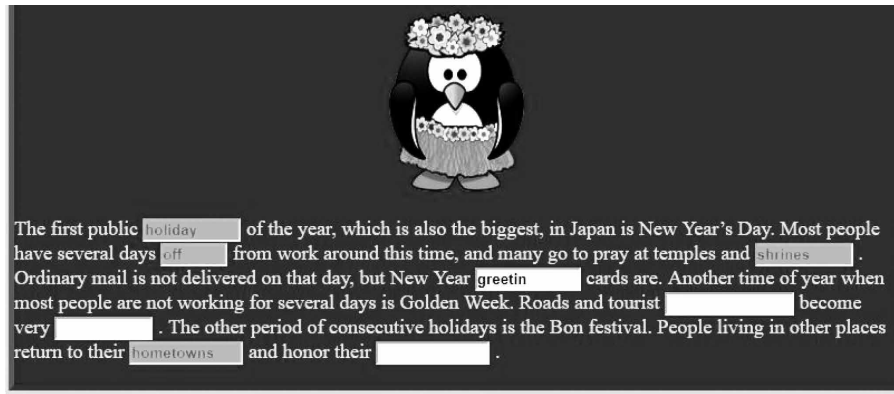


Fig. 6. A multi-field vocabulary review exercise

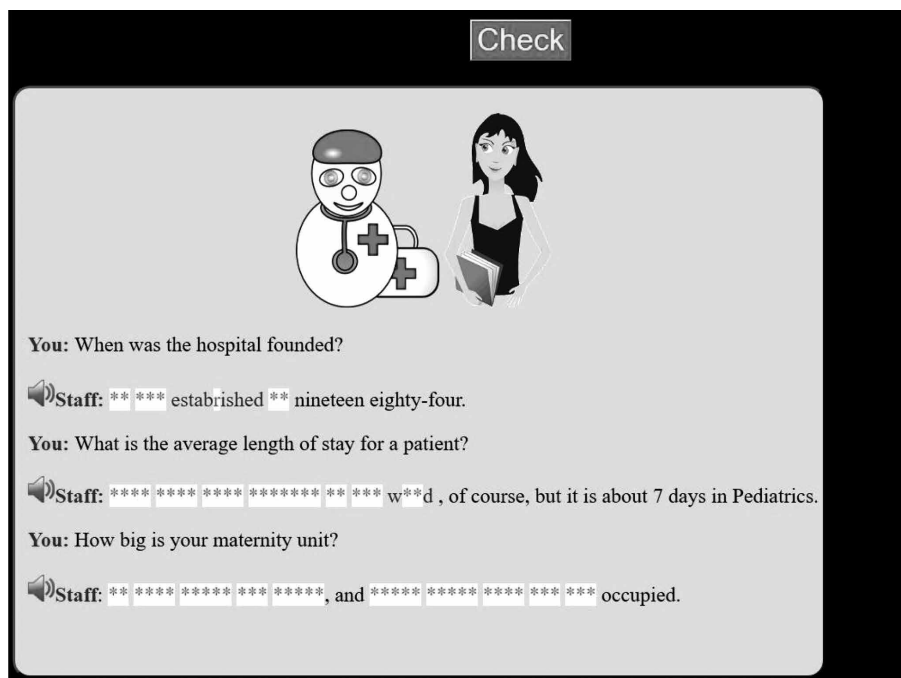


Fig. 7. A type-in exercise with letter-by-letter guidance and feedback

than the simple type above, which gave only rudimentary guidance to the length of the required input (longer words / phrases had longer input fields) and no error feedback (the field background became green only when the input was completely correct). The elaborate type (see Fig. 7 for an example) showed an asterisk symbol (*) in place of each missing letter. In setting up the exercise, it was possible for the teacher to blank out any desired letters. In most cases whole words were blanked out, but any letters within words could be allowed to remain as hints, as in the case of “w*d” in the fourth line of the example in Fig. 7. The complete word is “ward”, but 2 of the letters were allowed to remain.

Spaces between words still appear as spaces, so the students can know how many words are there, and how many letters are in each.

This is a listening exercise, and clicking a speaker icon will allow the students to hear the corresponding line spoken. Then they can click at any asterisk and begin typing from there. Also, the “Check” button can be clicked at any time, and correctly entered letters will turn green and become fixed, while incorrect letters turn red. In Fig. 7, line 2, “estabished” has been typed in, and the “Check” button clicked. The correct letters have turned green, and cannot be typed over again (like the pre-existing

“w” and “r” of “ward”), but the mistaken “r” will not become green until the correct “l” is typed in its place. In this way, students can work at their own individual paces. They can listen to each line as often as they want, type in as much as they like, and check to see where they are correct or mistaken. This allows them to complete listening exercises which would be too difficult for them without such control and feedback.

Use of the material in class

The material was uploaded to a website, and student access to it was controlled using the learning management system Moodle (www.moodle.org). Students were required to log in through the standard Moodle method to access links to the material. Fig. 8 shows a part of the student interface.



Fig. 8. A sample of the students' Moodle interface

The teacher controlled when each new link became visible to the students, making each new item available at the appropriate time as the corresponding topic was dealt with in the class. It might be argued that such tight control is unnecessary, and it would be better to allow students to access all of the material freely whenever they wished. However, in this teacher's experience, many students enjoy game-like computer exercises and are inclined to do new ones immediately if they are available, thus not paying attention to other activities and getting out of step with the progress of the class. Of course, once an exercise had been made available, it remained available for the remainder of the course so that students were free to revise it at any time.

A typical class would begin with brief revision of the previous week's material, including questions put to randomly-chosen students to confirm recall and understanding. Then new vocabulary for the next topic would be introduced, usually using the type of material shown in Fig. 1, with background explanations. Then the practice exercises would be made available one by one. While the students did these, the teacher would circulate around the classroom, dealing with any questions or computer difficulties, and giving help to students who needed it. Inevitably, there was a big difference in the time taken by fastest and slowest students, since the difference in level of English ability is great. The exercises were designed so that when a student finished, there would be a big change on the screen (e.g., different background color or change of an image to a celebratory one). This was partly to increase the student's sense of achievement, but also enabled the teacher to see at a glance, even from some distance, whether a student had finished or not, so that it was easier to direct help to those who most needed it.

The simpler exercises could be finished easily

enough by all students, but it was not practical to wait for every student to finish some of the more difficult ones, so the teacher would show the correct answers to enable the slower students to finish before proceeding to the next one.

The online material was the main study resource in the course, though it was sometimes supplemented by PowerPoint or PDF files, or printed material. For example, a detailed PowerPoint presentation was used to explain about currencies (dollar, pound and euro), PDF files of menus from real restaurants were used when studying food and eating out, and printed sample immigration forms for the US were given to the students to practice filling out.

Online survey

The class seemed to be well received by the students, but to clarify their opinions they were asked to fill out a short online survey in the last class of the course in the academic years 2016 and 2017. The teacher was especially concerned that students might find the lack of a textbook inconvenient, and was also very interested to find out to what extent students used the material on smartphone rather than PC. Participation in the survey was voluntary, no personal questions or questions which might allow an individual student to be identified were asked, and it was explained that, while its primary purpose was to enable future improvement of the course, it might also be used for research purposes. Therefore, it was judged that it was not necessary to submit it for approval to the research ethics committee. The survey consisted of 3 required questions to be answered on a 5-point scale, and 2 optional questions which accepted free entry of text. There were 169 responses over the two years.

The 5-point scale questions were:

1. Did you feel any inconvenience because there was no textbook? (教科書がなかったから、不便を感じま

したか)

(5-point scale from 1: “No, not at all” (いいえ、全然) to 5: “Yes, strongly” (はい、強く))

2. Did you feel it was convenient because the course material was on the Internet? (教材がインターネットにあるから、便利と思いましたか)

(5-point scale from 1: “No, not at all” (いいえ、全然) to 5: “Yes, strongly” (はい、強く))

3. Did you ever study the course material using your smartphone? (教材は自分のスマホで勉強したことがありますか)

(5-point scale from 1: “No, not at all” (いいえ、全然) to 5: “Yes, many times” (はい、何回も))

Question 1 was designed to gauge the students’ feeling of inconvenience from lack of a textbook. The responses were:

1: 74%, 2: 17%, 3: 5%, 4: 4%, 5: 0%

So, no student reported feeling strong inconvenience, and 74% reported no inconvenience at all. Combining 1 and 2, 91% reported little or no inconvenience.

Question 2 complemented Question 1 by asking about positive feelings of convenience from the course material being on the Internet, rather than negative feelings of inconvenience from lack of a textbook. The responses were:

1: 3%, 2: 5%, 3: 14%, 4: 28%, 5: 50%

So, only 3% reported feeling no convenience at all, and 50% reported strong feelings of convenience. Combining 4 and 5, 78% reported considerable convenience.

Question 3 investigated how often the students used the course material with their smartphones. The responses were:

1: 72%, 2: 14%, 3: 5%, 4: 7%, 5: 2%

So, 72% said they never did, and only 2% reported doing so often. Combining 1 and 2, 86% reported seldom, if ever, using the material on their smartphones.

It was very encouraging that the great majority of students found so little inconvenience from the lack of a textbook, and felt so positively about the course material being on the Internet. Since the material was made to be smartphone-friendly, it was a little disappointing that so few seemed to use it on their smartphones, though Stockwell¹⁸⁾ had found a similar trend. However, this is not so surprising since, especially where text input is needed, it is easier to use the material on PC.

The responses to the free input questions, Good Points (良いと思っただころ) and Bad Points (良くないと思っただころ) of the course seemed to show that, on the whole, students found the course interesting, useful, and enjoyable. The comments are shown in full, unedited except in a very few cases where an identifiable name was included, in the Appendix. Many students mentioned the convenience of not needing a textbook and of having the course material online. Also, many illustrations had been included to make the material more attractive looking, and several students commented favorably on this. Others expressed satisfaction that they could work at their own pace, including with listening exercises.

On the other hand, the Bad points mentioned included the inability to write down memos, as one can in a textbook, and the difficulty of finding where individual items are located. Also, the filled-in parts of completed exercises would not remain when the exercise was opened again another time, so it was necessary to take a screen copy or smartphone photo. There were a few troubles with input, some of which were fixed during the course, but the most persistent and often mentioned one was that the backspace key would not work in exercises of the type in Fig. 7. Unfortunately, this was a very difficult technical problem which was beyond the teacher's ability to rectify. Too difficult material, especially in listening exercises, was also mentioned by a few, which reflects the problem of designing material for a class

of mixed ability.

It was not only the students' mixed ability in English that posed a difficulty, but also their different levels of computer skills. Some were quite at ease taking memos by copy-paste techniques and managing multiple tabs to keep convenient reference material available while they worked, whereas others seemed to have more difficulty. So, to ensure that all the students had the most essential reference material available when the time came to revise for the final exam, the teacher uploaded a Word file containing that material to the resources folder for the subject on the internal network. There are some references to this in the free input as having been useful.

Conclusion

It can probably be concluded that the class described above was an interesting and useful experiment in Computer Assisted Language Learning. The comments of the students seem to show that they considered it not just an enjoyable, but an effective way of learning. To demonstrate its effectiveness experimentally, in comparison with using a traditional text book, would require a much more elaborate and rigorous investigation. Also, even if proven effective, a teacher wishing to use the method for a particular class would need to find (or, more likely, construct) material suited to the needs of that class, which could require a large amount of time and effort. However, if the material could be used for many classes or over a long period of time, it could be a worthwhile investment of labor.

References

- 1) Levy, M., Stockwell, G.: Call Dimensions: Options and Issues in Computer Assisted Language Learning, Lawrence Erlbaum Associates, Inc. Mahwah, New Jersey, 2006.
- 2) Grgurović, M., Chapelle, C. A., Shelley, M. C.: A meta-analysis of effectiveness studies on

- computer technology-supported language learning, *ReCALL*, 25, 165-198, 2013.
- 3) Golonka, E. M., Bowles, A. R., Frank, V. M., et al.: Technologies for foreign language learning: a review of technology types and their effectiveness, *Computer Assisted Language Learning*, 27(1), 70-105, 2014.
 - 4) Thornton, P., Houser, C.: Using mobile phones in English education in Japan, *Journal of Computer Assisted Learning*, 21, 217-228, 2005, 2017.8.16, <https://pdfs.semanticscholar.org/363c/85dbd6dcd0a55c84ba3a73776133061330a.pdf>
 - 5) Chinnery, G. M.: Going to the MALL: Mobile Assisted Language Learning, *Language Learning & Technology*, 10(1), 9-16, 2006, 2017.8.18, <http://llt.msu.edu/vol10num1/pdf/emerging.pdf>
 - 6) Jarvis, H., Krashen, S.: Is CALL Obsolete? Language Acquisition and Language Learning Revisited in a Digital Age, *TESL-EJ*, 17(4), 1-6, 2014, 2017.7.11, <http://files.eric.ed.gov/fulltext/EJ1024104.pdf>
 - 7) Godwin-Jones, R.: Mobile Apps for Language Learning, *Language Learning & Technology*, 15(2), 2-11, 2011, 2017.8.24, http://scholarspace.manoa.hawaii.edu/bitstream/10125/44244/1/15_02_emerging.pdf
 - 8) Godwin-Jones, R.: Looking Back and Ahead: 20 Years of Technologies for Language Learning, *Language Learning & Technology*, 20(2), 5-12, 2016, 2017.8.3, http://scholarspace.manoa.hawaii.edu/bitstream/10125/44457/1/20_02_emerging.pdf
 - 9) Godwin-Jones, R.: Smartphones and language learning, *Language Learning & Technology*, 21(2), 3-17, 2017, 2017.8.3, <http://llt.msu.edu/issues/june2017/emerging.pdf>
 - 10) Barrs, K.: Mobility in learning: The feasibility of encouraging language learning on smartphones, *Studies in Self-Access Learning (SiSAL) Journal*, 2(3), 228-233, 2011, 2017.7.31, <https://sisaljournal.org/archives/sep11/barrs/>
 - 11) Kim, D., Rueckert, D., Kim, D.J., et al.: Students' perceptions and experiences of mobile learning. *Language Learning & Technology*, 17(3), 52-73, 2013, 2017.8.3, http://scholarspace.manoa.hawaii.edu/bitstream/10125/44339/1/17_03_kimetal.pdf
 - 12) Muhammed, A.A.: The Impact of Mobiles on Language Learning on the part of English Foreign Language (EFL) University Students, *Procedia - Social and Behavioral Sciences* 136, 104-108, 2014, 2017.8.16, <http://www.sciencedirect.com/science/article/pii/S1877042814037781>
 - 13) Lawrence, B.: Learner Receptiveness Towards Mobile Technology in a College English Program: The Smart Decision?, *English Teaching*, 70(1), 3-28, 2015, 2017.8.12, http://journal.kate.or.kr/wp-content/uploads/2015/04/kate_70_1_1.pdf
 - 14) Wu, Q.: Pulling Mobile Assisted Language Learning (MALL) into the Mainstream: MALL in Broad Practice, *PLoS ONE* 10(5):e0128762. doi:10.1371/journal.pone.0128762, 2015, 2017.8.16, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4444245/pdf/pone.0128762.pdf>
 - 15) Leis A, Tohei A, Cooke S.: Smartphone Assisted Language Learning and Autonomy, *International Journal of Computer-Assisted Language Learning and Teaching*, 5(3), 75-88, 2015, 2017.8.18, https://www.researchgate.net/publication/281102772_Smartphone_Assisted_Language_Learning_and_Autonomy
 - 16) Burston, J.: The Future of Foreign Language Instructional Technology: BYOD MALL, *The EUROCALL Review*, 24(1), 3-9, 2016, 2017.8.16, https://eurocall.webs.upv.es/documentos/newsletter/download/No24_1.pdf
 - 17) Stockwell, G.: Using Mobile Phones for Vocabulary Activities: Examining the Effect of

- the Platform, *Language Learning & Technology*, 14(2), 95-110, 2010, 2017.8.24, <http://llt.msu.edu/vol14num2/stockwell.pdf>
- 18) Stockwell, G.: Tracking learner usage of mobile phones for language learning outside of the classroom. In Hubbard, P., Schulz, M., Smith, B.

(Eds), *Learner-Computer Interaction in Language Education: A Festschrift in Honor of Robert Fischer*, 118-136, CALICO, San Marcos, Texas, 2013, 2017.8.24, <https://journals.equinoxpub.com/index.php/CALICO/article/view/22895/18916>

【要 旨】

看護学科学生向けのカスタマイズされた英語授業のために、テキストに代わるオンライン教材が作られた。その教材をPC、タブレット、スマートフォンで使用可能にするために、HTML5とJavaScriptの技術が用いられた。学生のモチベーションを高めるために、ゲーム感覚の経験を提供する教材であるが、学生たちにはただクリックするだけではなく、話し言葉の英語を聞き、英語で入力してコンピュータ操作をすることが要求される。

授業終了時の調査で、学生の大多数はテキストがないことを不便であると感じたことはなく、場所を問わず授業の教材がオンラインでアクセス可能なため便利であると感じていることが明らかになった。スマートフォンから教材に頻繁にアクセスした学生数は多くはなかったが、学生の自由意見から判断して、当授業に対する満足度はおおむね高かったと言えよう。

Appendix: Students' free text comments in full

Good points about the course (2016)

- ✧ パソコン室でできること。
- ✧ パソコンを使うほうが身軽でやりやすい。
- ✧ パソコンでの授業が楽しい。
- ✧ パソコンを使っていつでもできるから好き。紙媒体よりやる気が起きる。
- ✧ パソコンで授業を受けることができる。いつでも資料が見れる
- ✧ PC を使用していたので便利であった。また、リスニングの数が増えて耳が鍛えられた
- ✧ PC でやる問題が楽しい。
- ✧ パソコンで問題ができるのがよかった。
- ✧ パソコンでゲーム感覚で練習できるところ。また、リスニングも同じようにできるところ。
- ✧ パソコンだったから、やりやすかった
- ✧ 教科書がなくてパソコンだけでできること
- ✧ パソコン上で問題が解けて楽しかったし、自分のペースでリスニングもできたので、英語が上達した気がする。
- ✧ パソコンで勉強ができるのでいいなと思った。
- ✧ 途中でリスニングや単語確認の練習問題があつて参加しながら授業を受けることができた。金額のスライドがわかりやすかった。リスニングで先生の声があつて楽しかった。
- ✧ リスニングの練習をたくさんしたので、自分がききとりにくい発音がわかった(“this”などの“th”を聞き取りにくいことがわかった)
- ✧ 日常で使える英語を学べたのでよかった。
- ✧ 毎回リスニングなどのテストをして確認してくれるのでよかった。将来に役立つようなもの、海外旅行で使えるものばかりで助かりました。
- ✧ 将来役立つと思った。
- ✧ 楽しく学習できたとし、将来に役立つものだと思った。
- ✧ 家でもインターネット上でできるのがよいと思った。
- ✧ 教材はなかったけど、大事なところをワードで作ってくださったので教科書なくてもよいと思います。教科書があつてもテスト終わってから見直すということはしないので私はPC教材でも良いです。それにPCのほうがリスニングなどいろんな問題ができるので教科書より便利だと思います。
- ✧ 毎回かわいらしいイラスト付きのスライドを作ってくれていたところ。癒しをくれていたところ。
- ✧ また、イラストなどたくさんかわいいものを取り入れてくれたので、楽しくできたとし、やる気もできました。
- ✧ ところどころに可愛いイラストがあるので、授業が楽しく感じました！
- ✧ ゲーム感覚で楽しくできて、普段の座学みたくキチキチとすることがなくてよかったです。教材も先生がかわいいイラストや写真を使ってくれていて楽しかったです。
- ✧ 教材がかわいくてゲーム感覚で取り組むことができた。クリアするとほめてくれるのもうれしい。
- ✧ 科書※忘れて手持無沙汰にならなかつたところ。たのしかつたところ。
- ✧ 教材を忘れる心配がない。
- ✧ 携帯に入つたら教科書を持ち歩かなくてもいい
- ✧ インターネットのできるなので荷物が増えないこと。
- ✧ ノートを手書きで作らなくていいところ
- ✧ 自分で問題を解くので積極的に授業に参加できたので凄く頭に入りやすかつたです！
- ✧ 日本語と英語が隣にあつてわかりやすかつた。
- ✧ 何回も自分で勉強できることがよいと思います。
- ✧ 授業中の問題が程よいむずかしさ
- ✧ クイズ形式だと正解したときのモチベーションが上がる。正答数がわかるので、それを通じて自己評価ができる点ではやる気が高まるので良いと思った。最後に、紙媒体にして試験勉強ができるような先生のやさしい心遣いに感謝しました。
- ✧ テストの範囲を絞ってくれてまとめてくれて良かつた。先生が優しい。
- ✧ テスト範囲をワードで作ってくれてありがとうございます！
- ✧ 先生が優しい。テストの範囲をまとめておいてくれてありがとうございます。
- ✧ 先生がやさしくて、丁寧に教えてくれるのでわかりやすかつた。英語の授業は楽しくできてよかつた。
- ✧ 授業内で自分で考えるところが多く、積極的に参加できるものであつたため、頭に入りやすかつたです。
- ✧ 先生の授業大好きでした！！ありがとうございます！！

- ◇ 1年生の時から英語の授業はすごく楽しくて、大学の授業の中で一番大好きな授業でした！！先生のおかげで英語が好きになりました！！ありがとうございました！！！！！！
- ◇ 楽しくできるどころ

- ◇ 楽しかったです。
- ◇ everything thank you so much
- ◇ very interesting!!!!
- ◇ very fun
- ◇ わかりやすかった
- ◇ わかりやすかった

(2017)

- ◇ パソコンで行うので便利
- ◇ パソコンするのは筆記よりも楽しくできたと思う
- ◇ パソコンなので、ノートを作りやすかった。
- ◇ パソコンでやりやすかった。
- ◇ PCで分かりやすい
- ◇ パソコンで簡単に問題を解くことができる。授業の内容がとても整理されていて分かりやすい。
- ◇ パソコンを打って、遊んでいるような感覚で勉強できること
- ◇ 教科書じゃなくてパソコンだから、親しみやすく楽しく授業がうけれた
- ◇ わざわざ英語の教科書を購入しなくてもよかったです。
- ◇ 問題を解くのがクイズ感覚で、教科書を使って勉強するよりも良いと感じました。
- ◇ 講義を聞くだけでなく、実際に自分で答える問題があって聞くだけよりも身に付きやすいと思った
- ◇ ゲーム感覚で進められるから面白かった
- ◇ ゲーム感覚で楽しめた
- ◇ 絵がかわいくてやる気になるところ
- ◇ テストの時や普通の授業で何を覚えたいのかを明確にしてくれていてわかりやすかった。どうしても授業で真面目に聞いていない時などが多かったが、パソコンでやるリスニングなどの問題によって英語の授業に引き戻されていたと思う。英語の授業的には効果的だったのではと思う。
- ◇ リスニングもある。

- ◇ リスニングが個人でできる。英文の穴埋めなどパソコンを使うと正誤がすぐにわかり、覚えやすい。先生が優しくて勉強が楽しい。
- ◇ レッスンごとに確認問題があったので、どこがわからないのか自分で把握できた。
- ◇ 日常会話を中心に3月にあるタイにより行きたくなった。
- ◇ 日常的に使えそう。
- ◇ 海外での旅行とかに使えそうなフレーズがたくさんあったからよかった
- ◇ 海外で実際に使えそうな言葉を多く習得できたこと
- ◇ 今後役に立つ表現が多いと思った
- ◇ 海外旅行に行ったときや、外国の方との会話にすごく役立つ内容で、これまでの英語の授業の中で一番興味を持ってました。実際に使える英語を学びたかったのですごく良かったです。半年間ありがとうございました。お疲れ様です。
- ◇ 看護に関することだけではなく、日常的に使う英語が学べてよかった。
- ◇ 英語が苦手でも解ける簡単などところがあり、達成感を得ることができた。
- ◇ 演習が多いので勉強になる。
- ◇ 先生がやさしい
- ◇ 授業が楽しく行えたところ
- ◇ 先生の話は分かりやすい。
- ◇ テスト範囲が明解。
- ◇ very good
- ◇ 楽しかったです。

Bad points about the course

(2016)

- ◇ 英語を打ち込むときに、間違えても Back Space キーが使えないのが少し不便だった。
- ◇ 入力がしにくいことがあったので、そこが改善されたらもっと良いと思います。
- ◇ 小テスト?のときに打ち込みに文字制限があったとき、入力が大変な時があった
- ◇ もう1度その問題を見ると、また最初からやることになるのが
- ◇ 自分でやった問題が保存されてほしい
- ◇ 問題を解いた後、コピーなどをしておかないと回答が消えてしまうこと。
- ◇ 教科書に書き込めない。メモできない

- ◇ どこに何のデータがあるか分かりにくい。
- ◇ 家とかだとあまりパソコンを開かないのであまりアクセスしようとは思わなかった。スマホでもアクセスするとは思えなかった。紙の資料もあるといいなと思った。
- ◇ 単語は書いて覚えたい
- ◇ 問題の答えだけでもほしかった。
- ◇ 聞き取りにくい
- ◇ たまーにいきなりむずかしくなる。
- ◇ 復讐[※]するときにしにくいと思った
- ◇ 学外接続ができないと勉強できないかなと思いました。

- ◇ 簡単にほかのことができてしまうところ
- ◇ 先生の声が少し小さいため、後ろの席だと聞きとりにくい
- ◇ 教室が寒い。
- ◇ 毎回パスワードを入力するのが面倒。
- ◇ ないです！！楽しく授業ができました！！

- ◇ とくにないです。
- ◇ 特にありません。
- ◇ なし。
- ◇ ありません！
- ◇ とくにありません。
- ◇ ないです！！！！！！！！！！
- ◇ 特になし。

(2017)

- ◇ ネット上での問題で、英語を打ち込むところがあつたが、間違えたときに **Backspace** キーで戻れないのが不便だった。(いちいちクリックするのが面倒)
- ◇ 穴埋めの教材で一文字間違えて書き直そうとしても **back space** が使えない。
- ◇ ちょっとむずかしかった
- ◇ **too difficult**
- ◇ リスニングの音声聞き取りづらいことがあつた。
- ◇ リスニングが早くて聞き取れなかった
- ◇ 手で単語を書く機会がないため、綴りが覚えられない
- ◇ 確認問題まで、話をきいているだけなので内職しやすい。
- ◇ 参加しなくてもよいと考えている人がいるところ

- ◇ 目が疲れる
- ◇ 自分のスマホでもできるとは知らなかった。周りの声がうるさいと先生の声が聞こえない時がある。
- ◇ 復習のため、紙媒体も欲しいと思った
- ◇ ランダムで授業中あてていたが、同じ生徒ばかり回答することが多かった。先週あつた人はランダムの中から除外するなどの対策をして、全員が1度はあたるようにしてほしい。
- ◇ **nothing**
- ◇ 特にないです。
- ◇ 特にありません。
- ◇ 特になし
- ◇ 特になし
- ◇ ないです。
- ◇ なし

※ 「科書」 was taken to mean 「教科書」； 「復讐」 was taken to mean 「復習」