

研究ノート

Utilizing the Moodle Database Activity for Supporting Student-Centered Learning in Developing an Intensive English Program Curriculum

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学生中心の学習を支援するためのムードル・データベースを利用した活動について

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要約

2013年、文科省によって出された「第2期教育振興基本計画」で挙げられている「社会を生き抜く力の育成」の中で重要なことの1つに、学生が確かな学力の基盤を築くことが挙げられている。その中で、必要な学力の1つとして挙げられているのが、「学生の主体的な学び（学習の動機づけ）」（文部科学省、2013年）の確立である。学生が毎週やるべき課題を授業外で取り組むことができれば、その分の時間をさらに授業内で確保することができる。ムードルという便利な学習管理システム、特にムードル・データベースを利用することによって、我々は主体的な学びをサポートするための、オンラインでの学習者による学習記録、そしてレポート書きの活動を実施した。アカデミック・スキルやリーディング・スキル、ライティング・スキルなどの様々なEFLの授業において、学生自身がどれだけ学習に時間を費やしたかの時間の記録ができることによって、教員は学生が打ち込んだデータを活用し、学生に自分の学習を管理する権限を与えることができる。この取り組みに対する科学的根拠はないが、我々はこの活動により、学生自身が自分で学習を管理し、学生が常に学習に取り組み続けられるための支援ができると考えている。

キーワード

学習・教育におけるデータ解析の方法とアプローチ、ムードル、データベース、学習履歴の登録

Abstract

In the “Second Plan” published by MEXT in 2013, one of the key components in “cultivating a zest for life” is the need to give students a solid background in academic abilities, one of which is the ability to have an “attitude of active learning (learning motivations)” (MEXT, 2013). Moving weekly study tasks outside of class enables time in-class for such activities. By making use of Moodle, a powerful LMS, and specifically, the Moodle Database Activity, the authors have implemented self-study logging and report preparation techniques which support these concepts. By enabling students to log time spent studying in various EFL courses including Academic Skills, Reading Skills, and Writing Skills, teachers can employ student driven data collection to empower students. Although no scientific processes prove the concepts as sound, the observations made by the authors give anecdotal support for keeping students on-task in building self-managed study behaviors.

Key words

Learning Analytics, Moodle, Database, Study Logging

1. Introduction

With the Japanese Ministry of Education's policy to move primary, secondary, as well as higher education learning to a more student-centered active learning approach, it is important for classroom facilitators to plan strategies to both promote and support these methods. In the "Second Plan" published by MEXT in 2013, one of the key components in "cultivating a zest for life" is the need to give students a solid background in academic abilities, one of which is the ability to have an "attitude of active learning (learning motivations)" (MEXT, 2013). Given this focus on active learning, the authors of this research note have been working to develop curriculum and activities supported by technology in order to move a university English as a foreign language program in the desired direction.

Additionally, there has been a strong push to deliver timely and informative teacher-student and student-student, or peer-to-peer, feedback within the program to further enhance the learning experiences of those participating in the intensive English program which has been developed since April of 2014. Through the use of a number of learning tools and reporting mechanisms, students are taught study habits and methods outside the classroom which are supported with various in-class active learning activities and lessons. One of the key tools in collecting and organizing this data is the Moodle Database Activity which is part of the Moodle Learning Management System. In this research note, the methods of collecting, reporting, and act-

ing upon the data will be explained and discussed in the hopes that they provide a useful roadmap for future directions in curriculum planning and the continued development of new student-centered learning activities.

2. What is the Moodle Database Activity ?

The Moodle Database Activity (MDA) is one of the most powerful yet underused activities available in Moodle, which is an open source learning management system (LMS). It enables teachers to create customized databases for student collaboration and data collection. As with most customizable databases, MDA provides a number of basic data field types (i.e. checkboxes, dates, numbers, short and long text fields, radio buttons, menu items) and a few "advanced" field types (i.e. files, pictures, multichoice menus, URLs, and locations). In addition, there are other add-ons available for both Moodle and the MDA which allows users to further customize the activity.

Customizable databases also offer templates for adding and viewing the data and the MDA is no exception. The user is allowed to customize the look of the add entry view, the view single entry, and the view list of entries. Moodle also provides RSS capabilities for databases allowing users to "subscribe" to a particular database and be notified of new entries. here also exists a template for viewing the RSS feed. Each of the MDA can be further customized with CSS (cascading style-sheets) and Javascript which allows for dynamic displays and calculations

on any database view.

3. What is the Intensive English program at Nagasaki International University ?

The intensive English program, which herein will be referred to as the “Global Tourism” course, or “GT” course, began at Nagasaki International University in 2014. In this course, students are enrolled in four Intensive English classes each week. These classes meet twice per week for 90 minutes per class and are taught by a team of Japanese and native speaking English teachers. The students receive a total of 12 hours of English each week for their first year in the GT course. In addition, they also have required English classes outside of the GT course curriculum. In the second year, the students' class load is reduced by two classes to 9 hours per week of English lessons. In the second year, the second semester, all the students are required to take part in a study abroad program for one semester. In order to prepare for this experience, the students are given a rigorous weekly study regime which includes many outside of class study activities. In order to help keep students focused and on-task, the facilitators of this curriculum have implemented an additional responsibility for students which requires them to log data about weekly study activities. The MDA is used for this purpose.

The classes in the GT course include Practical English Presentation Skills, Practical English Academic Skills, English Reading Skills, and English Writing Skills. The Presentation Skills class focuses on students' ability to give presentations in English. The students are also taught communication and conversation skills. The Academic Skills class includes building study habits, note-taking

skills, debate skills, and participating in Virtual exchange activities. The Reading Skills class focuses primarily on Extensive Reading in English. Students meet weekly and monthly quotas for number words read making use of English graded readers. They also do supporting projects including book reports, bibliobattles, and book presentations and readings. The Writing Skills class gives students the ability to organize and write short essays, do basic academic research, and learn about creative and expressive writing through the use of personal blogs.

4. How is MDA used for time logging by students in the GT Course ?

Currently, three of the four classes in the GT course make use of the MDA for study tracking and activity preparation. Academic Skills, Reading Skills, and Writing Skills each make use of the MDA for logging time spent on a particular activity. Additionally, in both Reading Skills and Writing Skills classes, the MDA is used for preparing book reports, quiz make-ups, and blogging highlight reports.

The Academic Skills class makes use of the MDA for tracking the number of days each week that a student studies English vocabulary. The students study vocabulary outside of class using WordEngine (www.wordengine.jp), an online vocabulary learning tool. This tool is customized for each student by allowing them to study words at their own level. Students practice English vocabulary flashcards learning new words and reviewing words they have already learned in a time-spaced memory-based methodology. Each day when the students finish studying, they log the amount of time they spent using

WordEngine plus the number of Correct Responses, or CR, they have received during that period of study in an MDA. The WordEngine tool reports this information to the student after each study session, so the data is readily available to the students when they are making data entries. At the end of the week, the students print out the MDA weekly time log and present it to their teachers in class for feedback and grading.

The Reading Skills class makes use of the MDA for tracking the number of minutes spent reading English graded readers each week. The basic concept of Extensive Reading, or ER, is to focus students on the enjoyment of reading English books at their level. The rules are simple — read fast, keep it fun, read a lot, and do not overuse a dictionary (ER Foundation, ND). Students can freely choose the level of the book they want to read and are encouraged to choose books for which they can understand 95~98% of the language.

For Extensive Reading to make any significant impact on student language acquisition, students are asked to read for a period of 30 minutes per day for at least 5 days a week. Two of those periods are devoted class time and three of those periods are expected to be done outside of class. Upon completion of any particular reading period, the students are asked to log entries in an MDA reporting on the title of the book, the number of minutes spent reading, the number of words a book contains, as well as a status. The status is used to denote whether a student has finished, is still reading, or has given up on the book in favor of an easier or more interesting book. At the end of the week, the log is printed out and handed in during class for teacher feedback and grading.

The Writing Skills class makes use of an MDA for the purpose of tracking and logging weekly blog posting and commenting. In the class, students are expected to write regularly each week on their own personal blog. The topics are generally freely chosen, and the focus of the task is to keep students practicing their English writing skills in an extensive way. Students are also expected to read classmates' blog posts and to generate online discussions by making comments on each others' posts. Each week, students are assigned a "blogging partner" and it is their responsibility to have read their partner's posts and commented on as many of them as possible.

Since this writing activity is fairly time-consuming, students make use an MDA for logging the time spent writing blog posts. Additional information that is collected includes the number of words written, the number of multimedia items (pictures and videos), the title of the post and the link to the post. Students complete the log entry after they finish writing either a blog post or when commenting on a classmate's post differentiating the two actions by choosing the appropriate type (post or comment) when adding their entry. The weekly log is printed out and presented to the teachers during the class for both feedback and grading.

5. Examples of Logging Using MDA in GT Classes

Students are taught about logging study activity in the first weeks of the Global Tourism course. In the Reading Skills class, after being introduced to the concept of Extensive Reading by scheduling reading time during a class session, the facilitators guide the students through the process of logging an entry

in the first week’s log. The logs are configured as weekly activities on the Moodle class page and are labeled clearly with the current week number and date ranges. Figure 1. shows an example of the course page.

The students are shown how to add an entry in the log. This is typically done after having reading time during a lesson in order to acclimate students to the process of reading and then logging. Figure 2 shows the process of adding a log entry.

After students finish a week of reading and logging the time spent reading, they are then asked to print out that log and present it (signed) to the teacher. The log is formatted in such a way as to present the data, the totals, and the initial feedback for the student and teacher to discuss. Figure 3 shows a sample log for a student. The log itself is divided into a few sections. The yellow section shows the weekly data logged by the student. The

orange section includes some basic totaling and also a preliminary score for the log. The blue section near the bottom has personalized feedback based on the activity of the student during the week. These areas provide discussion points for the teacher and student during the weekly meetings.

6. What other uses of MDA are there in the GT courses ?

Appendix A shows an example of WordEngine weekly time logging which is used in the Academic Skills class. Appendix B shows an example of weekly blog logging for the Writing Skills class. You can see the useful information collected in these logs which is used in weekly face-to-face meetings with students in those classes. These meetings are important in keeping students focused on the study activities assigned to them.

The MDA is also useful for writing

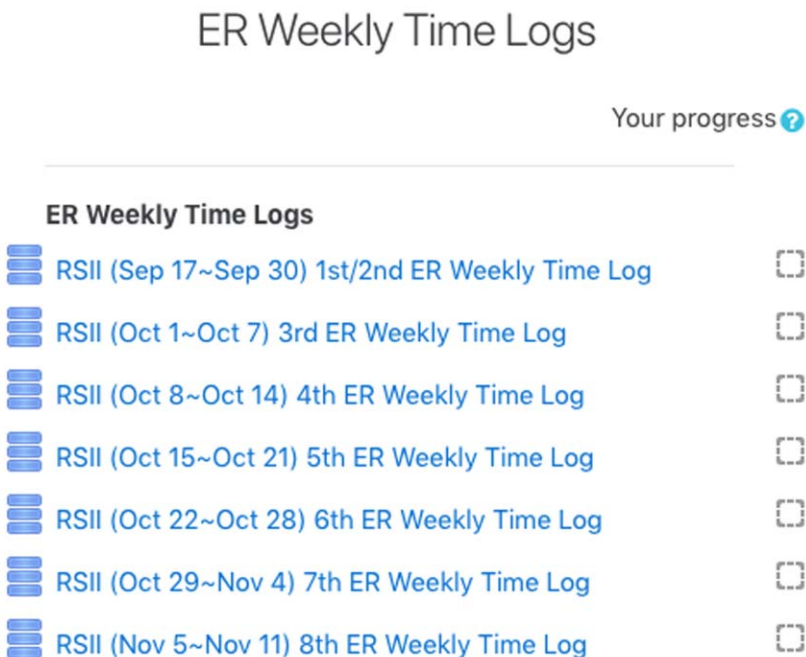


Figure 1. Weekly Time Logs on the Class Page

assignments. Specifically, it is used in the Reading Skills class for preparing weekly book reports (See Appendix C). The students enter some metadata about the book including the title, the author, the number of words in the book, the number of headwords (book reading level), the total time spent reading the book, the date that the quiz for this

book was taken, and whether or not the quiz was passed. Then the students prepare two paragraphs about the impact the book had on them as well as a specific answer to a question posed by the teacher about the book. These two paragraphs are entered in data fields and the entire report is then printed out for use in class during discussion time each week.

Enter the date you read the book:

8 November 2018

Is this a Paper Book or Digital Book (e-Book)?

Paper
 Digital (e-Book)

Enter the title of the book:

The Cave

Enter the number of minutes you read the book:

17

Did you finish reading the book?

Still reading
 Finished
 Gave up

If you finished reading the book, how many words are in the book? (Put "0" if you are not finished!)

760

Add any notes or comments about your reading:

Pledge for reporting data データ報告に関する誓約: *If you report false data, you will fail this course. By clicking either of the "Save" buttons, you agree with this statement.* 虚偽の報告をした場合は、単位を落とす結果となりますので注意して下さい。確認後間違いがなければ、以下のボタンをクリックして下さい。

保存して表示する 保存して次を追加する

Figure 2. An example of the student data entry form.

Also, when a student finishes reading a book, they are asked to take a short quiz about that book to demonstrate understanding. If students do not meet the passing mark, they use another MDA for writing a short report called a “Book Quiz Make-up” which can further show understanding to the teacher (See Appendix D). If the student is successful in demonstrating an understanding of the book, the quiz score is changed from failing to passing score which enables the student to successfully complete that book.

The Writing Skills class also makes use of an MDA for the purpose of writing a weekly blog highlight report (See Appendix E). In this report, students choose a post they have written, or that their classmates have written, and write a short report about that post and its meaningfulness to them. These reports are prepared before class and used in class discussions to help choose a blog highlight for the week. The student who has their post

chosen as the weekly highlight is rewarded by having a lot of comments written on their post by the classmates.

7. Some Benefits of Using MDA and Some Observations

These MDA activities are useful in guiding student preparations because while creating entries and preparing to print, the templating system of MDA ensures that the students’ reports fulfill certain basic criterion for being successful in the activity. For example, the proper metadata for a book is added to the book report — a student must answer the question of “Did you pass the quiz for this book?” with a “Yes” answer in order for the book to be allowed as a candidate for a report. This question focuses students on requirements along with a word counting algorithm written as a Javascript template which gently reminds students to write enough to meet the minimum requirement set by the

11/8/2018 20182019-GTH-RSII: RSII (Oct 22~Oct 28) 6th ER Weekly Time Log

RSII (Oct 22~Oct 28) 6th ER Weekly Time Logs by [redacted]

BT	Logged	Time	Day	Reported	Day	Mins	Title	Words	Status	Controls
P	2018-Oct-22	20:41	Mon	2018-Oct-22	Mon	12	<i>Dead Man's Money</i>	1,260	Finished	🔍 ⚙️ 🗑️ <input type="checkbox"/>
P	2018-Oct-24	13:32	Wed	2018-Oct-24	Wed	30	<i>Running free</i>		Still reading	🔍 ⚙️ 🗑️ <input type="checkbox"/>
P	2018-Oct-25	15:26	Thu	2018-Oct-25	Thu	30	<i>Running Free</i>	4,914	Finished	🔍 ⚙️ 🗑️ <input type="checkbox"/>
D	2018-Oct-28	22:25	Sun	2018-Oct-27	Sat	50	<i>Japan</i>	5,354	Finished	🔍 ⚙️ 🗑️ <input type="checkbox"/>
D	2018-Oct-28	22:26	Sun	2018-Oct-28	Sun	60	<i>Big foot</i>		Gave up	🔍 ⚙️ 🗑️ <input type="checkbox"/>
D	2018-Oct-28	22:26	Sun	2018-Oct-28	Sun	60	<i>Big foot</i>		Gave up	🔍 ⚙️ 🗑️ <input type="checkbox"/>
D	2018-Oct-28	23:11	Sun	2018-Oct-28	Sun	12	<i>Taxi of trror</i>	970	Finished	🔍 ⚙️ 🗑️ <input type="checkbox"/>
		4 days logged - 4 pts		5 days reported		254 mins - 5 pts		12,498 words		9 pts total

データ報告に関する誓約: 虚偽の報告をした場合は、単位を落とす結果となりますので注意して下さい。
Pledge for reporting data: If you report false data, you will fail this course.

Signed: _____
[redacted]

----- RSII (Oct 22~Oct 28) 6th ER Weekly Time Log Feedback -----
 You finished reading **4 books** this week.
 You reported reading **4 days** this week. Set a goal to read **5 days** or more each week.
 You read an average of **63 minutes per day** this week.
 You read about **49 words per minute** this week.

LANG=en

Figure 3. A sample ER Weekly Time Log for a student

teacher.

Another example is making sure students meet a basic minimum of activity. For example, in the ER time logs, students see colors including red, orange, yellow, green, blue, and fuchsia denoting levels of success in the number of days and time spent reading books. The individual feedback each student receives from the MDA activities helps to correct student engagement before the teacher gets involved. This also makes the weekly meetings with the teacher free to discuss other aspects of the learning such as whether or not the student is reading at the appropriate level of skill and enjoyment.

In the beginning of implementing these activities, no noticeable difference in student behavior was measured. This means that even with a high-tech approach to tracking student activity, the students still completed assignments on about a 60–70 percent success rate by class. However, once the requirement to pre-print assignments was added to these high-tech logging and reporting processes, a notable increase in submission rates as a class was observed. The submission rates increased to be 90% or higher on a regular basis. Something about having the paper in hand for the meeting with a teacher made the importance more apparent to the students, although these observations are admittedly anecdotal at best. More research of them needs to be done in order to see if there is any significant effect on student behaviors.

8. Future Directions of for this Method

The logs and the reports will continue to be improved and the level of automated feedback will continue to grow as long as it makes sense and is useful to both teachers and

students. One of the weak points of the MDA is the lack of detailed feedback which can be reported in the grading. MDA supports only basic numeric grading and doesn't provide facilities for commenting or giving feedback with the actual grade. This lack has led the authors to pursue other avenues for delivering feedback on these activities to the students. Since the data from the MDA is exportable, it is convenient to add the data to a spreadsheet for analysis. By using a spreadsheet, a more comprehensive set of feedback can be generated per student for inclusion in the grading report. This feedback is then imported into a standard Moodle Assignment activity which is designed for more verbose feedback.

Another limitation at this time is that the Presentation Skills class does not make use of an MDA for any kind of logging or tracking. The need for such study tracking is still under considerations. However, it is thought that in the future it is possible that students will be asked to track their time spent using the EnglishCentral online study tool. This tool is used on a daily basis to practice listening, vocabulary, and speaking outside of the class and although the results of the EnglishCentral study are being assessed on a weekly basis, the amount of time students invest in these activities has not yet been considered for assessment as it has been in the other three classes.

9. Conclusion

In conclusion, the MDA provides an excellent facility for tracking student study behaviors as well as helping students prepare ahead of class for active learning activities such as book report discussions. It keeps outside of

class required study activities organized and relevant for students. Including a printed report with an in-class meeting has improved the submission rates for required study activities. More investigations into the effect on study behavior and assignment submission rates need to be done in order to determine if this approach is the cause of observed improvement in submissions. Improvements in MDA including the grading feedback are needed in order to make this activity a more powerful assessment tool.

References

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Appendix A. A WordEngine Weekly Time Log Example

PEIIB (Oct 8~Oct 14) 4th WE Weekly Time Logs by [REDACTED]

DT Logged	Time	Day	Reported	Day	Mins	Notes/Comments	CR	Goal (70 CR)	Controls	
M	2018-Oct-08	23:39	Mon	2018-Oct-08	Mon	12		109	Daily (+39)	
M	2018-Oct-09	22:10	Tue	2018-Oct-09	Tue	16		103	Daily (+33)	
M	2018-Oct-10	19:48	Wed	2018-Oct-10	Wed	13		106	Daily (+36)	
M	2018-Oct-11	17:12	Thu	2018-Oct-11	Thu	13		103	Daily (+33)	
M	2018-Oct-12	21:47	Fri	2018-Oct-12	Fri	16		103	Daily (+33)	
M	2018-Oct-13	23:21	Sat	2018-Oct-13	Sat	13		119	Daily (+49)	
M	2018-Oct-14	18:58	Sun	2018-Oct-14	Sun	16		108	Daily (+38)	
7 days logged - 5 pts		7 days reported		99 mins		751 CRs		7 Goal Hits - 5 pts		10 pts total

データ報告に関する誓約: 虚偽の報告をした場合は、単位を落とす結果となりますので注意して下さい。
Pledge for reporting data: If you report false data, you will fail this course.

Signed: _____
[REDACTED]

LANG=en

Appendix B. A Writing Skills Weekly Blog Log Example

WSII (Oct 8~Oct 14) 4th Weekly Blog Logs by [REDACTED]

P/C Logged	Time	Day	Reported	Day	Words	MM	Mins	Title	Pts	Controls	
P	2018-Oct-09	23:54	Tue	2018-Oct-09	Tue	245	3+	30	Three days holiday	3	
P	2018-Oct-13	22:28	Sat	2018-Oct-13	Sat	167	3+	25	This week's partner	3	
P	2018-Oct-14	02:00	Sun	2018-Oct-14	Sun	180	3+	36	Jimin's birthday	3	
PT	3 days logged		3 days reported		592 words		91 minutes		10 points total		
C	2018-Oct-10	00:07	Wed	2018-Oct-09	Tue	27		5	Drama		
C	2018-Oct-13	22:40	Sat	2018-Oct-13	Sat	36		7	Happy Friday		
C	2018-Oct-14	02:10	Sun	2018-Oct-14	Sun	38		5	Friend		
CT	3 days logged		3 days reported		101 words		17 minutes				

データ報告に関する誓約: 虚偽の報告をした場合は、単位を落とす結果となりますので注意して下さい。
Pledge for reporting data: If you report false data, you will fail this course.

Signed: _____
[REDACTED]

LANG=en

Appendix C. A Reading Skills Weekly Book Report Example

RSII (Oct 22~Nov 4) 3rd Weekly Book Report by [REDACTED]

"Hacker"

by Sue Leather and Julian Thomlinson

(Human Interest / 300 headwords / 3,971 words / 35 minutes / 113.5 wpm)

Quiz taken on **3 November 2018** and **PASSED**.

Difficulty

This book was just the right level for me.

Impact (135 words)

This made me realize what is the most important. The main character worked hard to earn money for his tuition, however, he was often late his classes. I think he did not understand what is the important thing. I mean he could not see what he should do or must do because he was too concentrate on the money. On the contrary, I could understand the way he thinks. I have no part-time job for now, but I need some money for my tuition and I feel sorry for my parents because they pay the money for me. Therefore, I know I should do. However, at the same time, I consider that the only thing I can do for them and show my gratitude to them is to study hard and do my best here.

Question/Answer (113 words)

What do the characters do and say that is different from your culture?

I assume that the main character will say that he cannot believe my school's feedback system. Now we can see our grades and feedback on the website. However, from elementary school to high school, we can see them only the end of the semester or after the tests. Therefore, it means we could not check our score like now. I am sure that the characters are surprised to one more aspect of our score system. It is the paper, which we can see our grades not on the website. If the score system in this book were like in Japan, Jack who is the main character would not do like what he did.

Student Pledge

I understand that intentionally submitting false data about my reading will result in a failing grade for this class. リーディングデータに関して虚偽の報告した場合は、単位を落とす結果になることを理解します。

I Agree / 同意する: _____

📄 | ⚙️ | Written from **Saturday, 3 November 2018, 12:46 PM** to **Saturday, 3 November 2018, 1:41 PM**.

Appendix D. A Failed Book Quiz Make-Up Report Example

RSII - Book Quiz Make-Up by [REDACTED]

"The Children of the New Forest"

by Captain Marryat

(HummanInterest / 700 headwords / 6,605 words / 80 minutes / 82.6 wpm)

Quiz taken on **1 November 2018** and **NOT PASSED**.

Difficulty

This book was a little too hard for me.

Summary (107 words)

The book is about four children. The Beverley children have no parents, their mother is dead and their father died while fighting for the King. Now Cromwell's soldiers have come to burn the house with the children in it. Fortunately, the four children could escape into the New Forest. The, Jacob who lives in the Forest took care of the four of them. Jacob began teach the children how to cook and to clean the cottage. It was all new work to them, because rich children like the Beverleys never cook or worked in the house. Then children grow up. The end of the story is happy.

Response (112 words)

The book is little difficult for me because I cannot understand the four children's name. But I can understand until Jacob died. I thought Jacob is very kind man because he took care of the four of them and he helped little girls from fire. I respect him. Also, the four children is great because they have no parents and burn the their house but they could live together. If I were them, I do not know how can I live. In this case, however, Edward who is first son is steady person so bother followed him. The y grow up good adult and the ending is happy because they married each.

Student Pledge

I understand that intentionally submitting false data about my reading will result in a failing grade for this class. リーディングデータに関して虚偽の報告した場合は、単位を落とす結果になることを理解します。

I Agree / 同意する: _____

🔗 | 🗑️ | ⚙️ | Approved | Written from **Thursday, 1 November 2018, 5:49 PM** to **Friday, 2 November 2018, 2:07 PM**.

Approval

Approved

Appendix E. A Writing Skills Weekly Blog Highlight Report Example

WSIII (Jun 11~Jun 17) 10th Weekly Blog Highlight by [REDACTED]

Posted by [REDACTED] 22 June 2018

(240 words / 2 images/videos)

Response / Impact (258 words)

I choose about American football game, this blog was written about American football and study abroad. The reason why I choose this blog, because I know he likes to watch American football game so he often watch it in his mobile phone. Then he looks very fun and he bought his ball so he often play it with his friends. He wrote that " I book seat of American football". When we went to study abroad (Troy), we watched game and we cheered it. After that, he is interested in it. Therefore, he decided to go America for study abroad again, to watch games. I thought it is important to have a hobby on his blog. He likes American football and his hobby is it, so he will study hard for games. If human have fun, they would like to do them best for everythings. For example, when I do not want to do anything such as study or work, if I have a something fun or my goal, I think that I have to work for that. In addition, I like American football, too. Before I watched it, I could enjoy the game. I also want to watch but maybe I will not watch... so I envy him. I will go to study abroad, too. However, now I do not have a goal and fun like him. After reading this blog, I thought I want to find it and I will study hard for it. Last, your blog is always fun and topic is interesting for me.

Comments (106 words)

You are lucky because you could get a ticket of American football game. When I watched it in Troy last summer, I thought it was amazing. At first, I could not understand the rule of games, but I remember having fun with just the atmosts phere. I can not forget that moments, player, cheere and the play ground. It was very great! I want to watch it again. If you will take a lot of pictures, please send me them. Also, I will go to California and if I will watch any sports, I will tell you it. Please enjoy, American football games, and take care!

Student Pledge

I understand that intentionally submitting false data about my writing will result in a failing grade for this class. ライティングデータに関して故意に虚偽の報告した場合は、単位を落とす結果になることを理解します。

I Agree / 同意する: _____

Written from Friday, 22 June 2018, 4:47 PM to Friday, 22 June 2018, 4:49 PM.