PROMOTING ENGLISH PROFICIENCY IN JAPAN HIGH SCHOOL USING UDUTU SCORM (SHARABLE CONTENT OBJECT REFERENCE MODEL) PACKAGE IN MOODLE LEARNER MANAGEMENT SYSTEM

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1   INTRODUCTION

The purpose of this study is to establish the factors that lead to low proficiency of English language for communication in Japan, despite English being taught as Subject in Junior and Senior high schools and the strong relations Japan as country has with English native speaking countries like United States of America, Australia, New Zealand and England.

1.1 LITERATURE REVIEW

The problem from a Japan perspective is that, although knowledge of grammar may be relatively strong, having the confidence and ability to actually communicate with international citizens remains a challenge.

According to the Current foreign language policy in Japan schools fifth graders (at the age of 10 or 11) have started to learn English not simply as a curriculum subject but as a form of a communicative English activity held once (one hour) per week. (Toshinobu Nagamine ,2009).

2   METHODOLOGY

2.1   Design

English learning and practice was conducted using a Web-based content projected on the display screen from the Aichi University of Education Moodle (Kakisubata).The course name in the "Kakisubata" was Practicing English in Japan High School a case study of Senior High School. The "SCORM" package embedded in the course was "English Practice"

2.2   Participants

The participants were 38 second grade in senior high school,Aichi,Japan. They comprised of 12 male and 26 female students.

2.3   Procedure

Basic grammar,speaking,listening and reading was taught.Method of study was choosing the most suitable multiple choice options from the given options,in the SCORM package and a questionnaire was administered to get the feedback on english perception by the student.

3   RESULTS

3.1 Writing

The feedback on how often students use English in writing,Emailing,filling forms, suggests that (2.6%) had never, (18.4%) rarely,(42.1%) sometimes,(31.6%) often and (5.3%) Very often.

3.2 Speaking.

The feedback on how often the students spoke in English in school,at home,on the mobile phone and with other friends suggest that (15.8%) never spoke in English, (23.7 %) rarely, (26.3%) sometimes, (23.7%) often and (10.5%) very oftenly

3.3 Listening .

The feedback on how often the students listen and understand content in English,music and movies suggests that, (10%) never listened and understood, (34.2%) rarely, (31.6%) sometimes and (7.9%) oftenly.

3.4 Reading.

The feedback on how often student read content in English in school and out of school suggests that (10.5%) never read content in English, (34.2%) rarely, (47.4%) sometimes and (7.9%) oftenly and usually in school during English learning.

4. English practicing tools.

4.1 Text Books.

The feedback on how often the students used textbooks to study and practice English suggest that,(2.6%) had never used a textbook to practice and study English ,(10.5%) rarely,(26.3%) sometimes, (36.8%) often and (23.7%) very oftenly.

4.2 Television , Radio,mobile phone applications and Games.

The feedback on how often the students used TV and radio to study and practice English suggest that, (60.5%) had never used TV to study and practice English, (15.8%), rarely (13.2%) sometimes, and (10.5%) oftenly.

4.3 Use of Web-Based Contents to Study and Practice English.
Ease of Use.
The feedback on ease of web-based content to study

and practice English suggest that, (5.3%) disagreed with ease of use, (36.8%) did not agree or disagree, (57.9%) agreed.

Use of Feedback Mechanism for Practice and Review.

The feedback on use of question feedback mechanism for practice review suggest that,(10.5%) disagreed that feedback mechanism on question review helps in English study and practice,(52.6%) did not agree or disagree,(34.2%) agreed and (2.6%) strongly agreed.

5. RESULT DISCUSSION

Students sometimes do not speak in English even in high school where it is taught as a curriculum activity due to the fact the media language for teaching by the teacher is Japanese language limiting the students from speaking practice. At home the students never speaks in English since the audience at home cannot speak English too.

6 CONCLUSION.

The use of Web-based English Practice will increasing productivity and retention rates, where research has shown that people remember 20% of what they see, 40% of what they see and hear, but about 75% of what they see and hear and do simultaneously (Lindstrom, 1994).

A web-based Learner Management System in Open source software Moodle embedded with a Sharable Content Object Reference Model (SCORM) and with accessible high speed internet connection and through mobile phone and plug-ins on social media like Facebook can be used as tool for practice, self assessment and review.