# Moodle to the Rescue to Practice Grammar in Remediation Classes

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## Abstract

Remediation classes are a stringent necessity in the context of our school of vocational higher education, where first-year students from very different backgrounds have to meet expectations in Dutch as a foreign language classes, mixing together students having had 4 or even 6 years of Dutch in secondary education with total beginners, who are all supposed to reach the same threshold level at the exams.

In this project, that is currently in its fourth year of existence and was partly funded by the Communauté Française de Belgique, we integrated one hour of on-site Moodle grammar drilling in our three-hour sessions of remediation classes, somehow changing the status of learning platforms primarily designed for distance learning to integrate them in classroom work. In doing so, we could take advantage of the many reasons why a learning platform and an online course are better than typical old-fashioned classroom teaching: versatility of exercises, statistical tools and possibility of catering for different needs for each student. Moreover, the physical presence of a teacher, to help where needed with extra explanations, or to guide students to what to do next in the broad choice offered on the platform, certainly contributed to the success of the program, as well as to deeper involvement of students in their learning.

The first aim of this paper is to testify on how we managed to integrate this grammar drilling in class using the numerous possibilities offered by Moodle, placing it in the broader context of those remediation sessions during which we also tried to appeal to multiple intelligences as described by Gardner, and to offer activities catering to different learning styles as defined by Kolb; and so make grammar drilling, so badly needed but also outmoded and at times vilipended, effective and attractive to students. And the second aim is to report on the way in which, as a developer of the grammar activities on Moodle, I had to change the traditional way of conceiving grammar exercises, finally achieving (or rather trying to achieve) the goals of ease of use, variation, versatility and efficiency to offer students the best chances to succeed in their goals of successfully managing first-year Dutch courses.