

# The Use of Computer-based Internet-hosted Learning Management Systems, particularly Moodle, to Develop Critical L2 Digital Literacy

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## Abstract

*Within EFL in Korea, what I elsewhere term L2 Digital Literacy is of emerging importance, and will evolve to become the most critical component of overall L2 English Literacy. Computer-based Internet-hosted Learning Management Systems (LMS), particularly the open-source Moodle, are rapidly being adopted worldwide for distance education, and being applied to blended (hybrid) education. In EFL Education they have a special potential. Setting LMS to force English to be used exclusively throughout a course website means the meta-language is then the target L2 language, thus developing student ability to use English to navigate the Internet, access and contribute to online resources, and engage in computer-mediated communication. Through such pragmatic engagement with English, students significantly develop their L2 Digital Literacy.*

## 1. Introduction

Within English as a Foreign Language (EFL) pedagogy in Korea, there is growing recognition of the need to develop students' ability to use English to navigate the Internet, to access and contribute to online resources, and to engage in computer-mediated communication with others. I subsume these various aspects into what I elsewhere term Second Language (L2) Digital Literacy [Meurant 2007b]. I suggest this to be of emerging importance, and maintain it will of necessity evolve to where it will eventually come to be regarded as the most critical component of overall L2 English Literacy. This growing importance springs from three key interrelated factors. Firstly, the emergence of English as a global language has been well documented [Crystal 1997], as has its predominance on the Internet and in digital media.

(However, Graddol [2000:50-1] observes that resources in other languages are growing at a faster rate than are English-language resources, as the number of computer hosts in Asia outstrips those in the Big Three countries; use of English as a medium may drop from a 1986 estimate of 80% of the world's information, to an estimated 40% English content of total information on the Internet). Secondly, it is now recognized that the predominant use of English worldwide by non-native speakers will likely be in communicating with other non-native speakers, rather than with native English speakers, as the number of people who speak English as a second language grows to exceed the number of native speakers; however, there is little to help us understand what will then happen to English [Graddol 2000:4], and native speakers may even come to be regarded as a hindrance through intimidating non-native speakers, rather than the gold standard [Graddol 2006:115]. Thirdly, as I elsewhere draw attention to [2007b:172], the exponential increase in computer-mediated communication through digital convergence means that we are fast approaching a critical threshold, whereby the majority of human communications will no longer be face-to-face, but will have become computer-mediated. These digital communication media include telephony, VOIP, SMS, Email, instant messaging, chat-rooms and online forums, computer-gaming, television, video, movies, social networking sites, twittering, online music etc.

Computer-based Internet-hosted Learning Management Systems (LMS) are rapidly being adopted for educational purposes by tertiary and other institutions. For example, the free open-source Moodle is described as the fastest growing system for providing e-Learning resources online (<http://www.moodle.org.nz/>), and in New Zealand, both the University of Canterbury and Massey University have recently selected Moodle as their

Learning Management System. In the U.K., a recent survey has shown it to be the system of choice for 56 percent of all further-education institutions [Everett 2007]. LMS are widely used for distance education, but can also be effectively used for blended or hybrid education, where they operate in tandem with traditional classroom instruction, offering a complementary role. LMS in typical First Language (L1) educational environments can greatly enhance administrative functions, educational delivery, testing and grading. But in L2 Education they have a special potential. Of course they are useful merely to deliver L2 content and to collect students' L2 task submissions, where in principle all of the meta-language such as task instructions and site navigation could simply be in the students' L1 (and thus provide no incidental EFL component). But the languages used throughout the website and needed for site navigation can be controlled. LMS can therefore be set to force English to be used exclusively throughout the site and for student navigation (in Moodle, this is achieved by *Settings: Edit course settings: Language: Force language: English (en)*). (Alternatively, LMS could be used to enable exclusive use of another L2 language, or to provide bilingual or even multilingual sites and navigation).

In Korean EFL, restricting a course website to L2 English will likely become popular with native English teachers. Such restriction provides a wide scope of learning potential to students, who are required to engage with their target language not only in the content of tasks, assignments, forums, wikis, quizzes and exams etc., but also in diverse and archetypal meta-activities such as creating an online LMS account, confirming it, enrolling in an online course (which course may be supplementary or complementary to their main classroom course activity), exploring the site, accessing and viewing multimedia content embedded in it, contributing content through forum and wiki postings, and engaging in online tasks, quizzes and exams. In all of these pragmatic meta-activities, the meta-language is then the target L2 language; by engaging with it students significantly develop their L2 Digital Literacy, and so on graduation are better prepared to engage with the computer-based global community that, as I elsewhere observe [2009b], mainly communicates digitally, and in English.

This paper therefore explores this potential of L2 use of LMS with reference to my own experiences in implementing hybrid Moodle courses in university sophomore classes in L2 Conversational English, and to student experiences in adapting to it.

## **2. The impetus to implement a computer-based Learning Management System**

### **2.1. The Transition from ExamView to Moodle**

For over five years I had been using FS Creations ExamView (see [www.examview.com](http://www.examview.com)) to create quizzes, exams, and surveys, and their online hosting service (previously at [www.fscreations.com](http://www.fscreations.com) and since discontinued, see <http://www.einstruction.com/>) to administer these and to store and later retrieve scores. This use has been supplementary and incidental to mainstream traditional educational content delivery in the classroom (I have not been offering dedicated online courses). During that time, I began to apprehend the developing importance of what I came to term L2 Digital Literacy [2007b]. I began also to use the Internet in the classroom to present online multimedia resources such as YouTube videos, and to demonstrate how to navigate through and complete the online homework tasks I had set. These tasks were to encourage students to develop their ability to use their L2 English to navigate online and to engage productively in the online community. Tasks required students to submit Emails in English; to establish homepages on an English-language Social Networking Site [Meurant 2008]; to produce English-language video guides to their campus using the video cameras on their cell phones [Meurant 2007b]; and to collaborate online using Google Documents in preparing digital guides for students intending to study overseas through the Sejong Global Articulation Program. I also adapted the ExamView exams to survey students on their use of online resources [2007a, 2007c], which have continued over four years.

But in 2008, I began to experience serious difficulties with the ExamView online hosting service, which started to have unexpected downtimes - which unfortunately coincided with the online quizzes and exams that I had scheduled. Concurrently, I had been maintaining grade records online on Google Documents (Spreadsheets), and was seeking for a better integration with online tasks, quizzes and exams than ExamView (which is not a LMS) provided.

The increasing problems with ExamView culminated in the chance discovery that their online hosting service was to be abruptly discontinued from the start of 2009. The search for an affordable and effective solution became more pressing. After exploring various options, including FormRouter (at <http://www.formrouter.com/>) and Acrobat Forms (see [http://www.adobe.com/products/acrobat/solutions/detail/create\\_form.html](http://www.adobe.com/products/acrobat/solutions/detail/create_form.html)), I concluded that an

integrated Learning Management System was required. Inspired in part by Sean Smith's EFL Geek 3.0 website [Smith 2009], I began at the start of 2009 to implement Moodle. I found that this required a rather steep learning curve before I had sufficient confidence to use it with classes. Its implementation was not without teething problems; for example, I was using the free Australian-based Moodle-hosting service Ninehub at [www.ninehub.com](http://www.ninehub.com), but it was going through a rapid growth phase, and I experienced downtimes when the servers were unexpectedly unavailable. Mysteriously, these downtimes seemed to also coincide with the online quizzes and class tasks that I had set, leading me to seriously wonder whether student hacking was deliberately interfering with my teaching. The results of one quiz were completely lost, though fortunately this did not prove too serious a setback (in retrospect I suspect that what had happened was that the website came back online late from a scheduled maintenance shutdown just before my quiz, then went down unexpectedly shortly afterwards; when it was eventually restored, it had reverted to the state that preceded my quiz). After a period of second-guessing the stability of the service - during which it was necessary to prepare printed versions of the online quizzes and exams, and bring adequate hard copies to each online quiz or exam - the service settled down and became reliable.

## 2.2. Moving Questions from ExamView to Moodle

There were some considerable difficulties in transferring questions (used in quizzes, surveys and exams) from ExamView to Moodle, which were in part initially overcome by laborious manual recreation. However, I have subsequently exported ExamView questions of the kinds I mainly use from Question Banks and imported them into Moodle, where they then only require minimal reformatting. For example, True/False and Multiple Choice Questions (which have just one correct answer) can be exported from ExamView Test Generator 5.0 for the Mac from Question Banks as ExamView XML files, then imported into Moodle (on [www.ninehub.com](http://www.ninehub.com)) by selecting ExamView File format (rather than Moodle XML). Other question types can be partially imported, then modified to suit. For example, Multiple Response questions in ExamView (which can have multiple correct answers), can first be converted within ExamView Test Generator to Multiple Choice questions (which have only one correct answer) by choosing *Question: Change Type*, which preserves the

selection of the first correct answer only, then exported to XML and imported into Moodle as before. Within Moodle, the Multiple Choice question that is created can be set to have *Multiple answers allowed*, and any correct answer can then be given a non-None Grade (which automatically makes it a correct answer) of equal value (unless weighting is desired), ensuring grades sum to 100%. Matching questions can be exported and imported; sometimes the answers are imported cleanly; other times the answers all revert to "Array", and have to be reentered (by manually retyping, or using copy-and-paste). Other ExamView questions may best be recreated anew in Moodle (depending on the type), possibly with similar copy-and-paste of question and answer elements. Other means of export from ExamView (or from other applications) and import into Moodle are available. These typically depend on the platform and version of ExamView (or other application) from which one is exporting; they are described in the Moodle documentation that includes extensive user-created help forums.

## 3. Implementing Moodle

### 3.1. Task 1: Greeting and Introduction

The first experience students are likely to encounter with Moodle is the need to create an account and to enroll for a course, and for this I chose *Email-based self-registration*. I followed the advice provided in a helpful Moodle guide [Cole & Foster 2007] in making that activity a task, for which they receive credit (although it is possible for the Instructor to create accounts and enroll students herself). I set the first task to require the student to navigate to the site, create a personal account, enroll for a course using a course key (password) and enter a student ID in the *ID number* field of their Profile. They were then required to select the Greetings and Introductions forum, and write and post a 100-word greeting and introduction that other class members could read. (In retrospect, this proved a little complex for one class of lower grade students, with their relatively poor command of L2 English, and should have been broken down into two tasks i.e. account creation and course enrolment, and Greeting and Introduction). The account creation process selected (with *Enrolment Plug-ins: Site default (Internal Enrolment)*) involves the student navigating to the site, filling in and submitting an initial account creation form, then validating it by responding to a confirmation email to actually activate the account. But mysteriously, some of these

confirmation emails from the Ninehub server began to be delayed by several hours. Then they stopped appearing at all, so the students concerned were caught in limbo, a situation complicated by their limited L2 English ability to figure out what was happening and to communicate their dilemma to me. I was then required to intervene, and to enroll students myself, so that they could continue on to complete their first task, and to engage with subsequent tasks, quizzes and exams. While this second enrolment process is quite efficient for the Instructor to perform - as it can be done in class batches - it takes away from the potential pragmatic learning a student engages in by doing it for herself. Email-based self-registration on Moodle provides a good exemplar for L2 students that should encourage them to spontaneously enroll in other English-language sites that they might find and consider of interest.

### **3.2. Task 2: The Oxford Quick Placement Test**

As an aid to research work recently conducted as Second Researcher for a University of New England research project, I had computerized the pen-and-paper version of the Oxford Quick Placement Test [OUP 2008] in ExamView. I transposed this to Moodle and assigned this as a supervised task to do in class (in a computer lab) so ensuring students are less inclined to cheat. I discuss this work in a paper to be presented to the forthcoming KAMALL-APAMALL Conference on E-language Learning and Testing in a Globalized Era to be held in Seoul [2009a].

Setting the OQPT as an online task provides a fairly objective measure of English ability. It is quite simple to administer, quick (20 minutes for Part 1, and 10 minutes for Part 2 for advanced students if required), and convenient (a timer on the quiz automatically terminates it for the individual when time from login to the quiz has expired, so students can start early or late, but still have the full time allocated). Computerization removes the laborious necessity of manual grading, produces digital records of the results, and requires students to engage with the meta-language involved in sitting the test. In the process, students develop their L2 digital literacy skills, and learn how to do online tests in English. There are two versions of the test, both of which are divided into two parts; the second part is only intended for students who score highly on the first part, while the two versions are designed to be equivalent. In principle, the two versions could be used to evaluate general student L2 English ability at the start and at

the end of a course (though the makers of the test advise that it is not designed for such use).

For the placement tests I administered in Moodle, each student could on completion view their score on the test. However, I then gave students an “all-or-nothing” grade for attempting the test, so students received 5% of the final grade for submitting the test, irrespective of their score on the test or number of questions completed, or 0% for not attempting it.

A disadvantage of Moodle over ExamView is that while grading in Moodle shows which questions were answered incorrectly, the instructor can only determine which incorrect answers were chosen for one student at a time. This is limiting, particularly as regards using the quizzes as surveys, where one is interested in all responses, and rightness or wrongness is irrelevant. In contrast, in ExamView, it is possible to download the actual answers chosen, right or wrong, so one could readily conduct surveys, or rapidly analyze quiz answers to determine the most common mistakes a class were making (e.g. confusing “boring” and “bored”), which could later be brought to the class’s attention. However, a patch for Moodle would allow a similar facility.

### **3.3. Task 3: Forum A: Should Korea become Bilingual?**

Students were given several weeks to first post in their own time their 200-word individual comment on or response to this question:

*“Should Korea become a bilingual society, with both Korean and English as official languages?”*

The process of doing this was demonstrated several times in class using the OHP, projecting from my laptop using Wifi Internet access. This task was set so that prior to posting their comment, students were unable to read other student comments. After initial posting, these other comments become visible. Students could only view and respond to comments in their own class, though this could easily have been set so that they could view and respond to other class postings, or only view but not respond. They were then required to post 100-word responses to two previous posts of other students, making at least three posts in all. These comments were then graded, the highest grade being taken towards 5% of their total course grade. Online grading of forum posts in Moodle is a fairly efficient process (as is posting replies), albeit complicated and slowed by intermediary dialogue boxes I consider unnecessary, and sometimes a rather idiosyncratic structure for the instructor to navigate.

***I'm against Korea become a bilingual society.***

by Han E-Seul - Saturday, 18 April, 03:12 PM...

Perhaps nowhere in the world is English education more stressed than in Asia. And my country is interested in English education as well. Why Asian, especially Korean are crazy about English education? Because with English skills key to academic and professional success. That's the very reason why we're so enthusiastic about become a bilingual society.

I agree English education is very important to language learning. But I don't think Korea should become a bilingual society is good idea. First, I question whether or not become a bilingual in a Korean language and English will have a harmful effect on the Korea native language. Second, bilingual education is a waste of time and money. English is the national language of the United States and Korean is the national language of Republic Of Korea. We have only to do a national obligation. Last, when people being bilingual, many of them begin neglecting not only their cultural traditions but also their native language. This disregard for the native language is a mistake.

Is more always better? The answer to this question is not simple. But in my opinion, the answer in opposition. I am convinced that moderate amount of exposure to English is better than use both Korean and English as official languages.

***Re: I'm against Korea become a bilingual society.***

by Cho Su-Jin Saturday, 18 April, 09:17 PM...

I don't agree with you. In my opinion is different. English education is very important to language learning like your insistence. So we have to learn English and learned English. Therefore, Bilingual education is not a waste of time and money. It is helpful for our current education. And I don't think when people being bilingual, many of them begin neglecting not only their cultural traditions but also their native language. Why are you think about neglecting them? We can keep Korean that our native language and also receive English.

***Re: I'm against Korea become a bilingual society.***

by Meurant Robert Sunday, 19 April 10:30 AM...

Well said.

***You are right!***

by Jo Sung-Chan - Sunday, 19 April, 01:24 AM...

I absolutely agree with you, E-Seul!! I think becoming a bilingual society in a Hangeul and English is too bad. Like your opinion, It can occur bad effects to Korea and Korean education. It is not worth a continental!! Now we are learning English as foreign language, that's enough. we don't concentrate learning English no more.

***Re: I'm against Korea become a bilingual society.***

by Jeong Hyeon-Hwa Sunday, 19 April 04:05 AM...

Nay, my suggestion differ from your 2nd view which is mentioned that "bilingual education is a waste of time and money."

I fall with your represented idea "English education is very important to language learning.". You however ought to take into account with a point of reverse view. I think that English is getting lodgment by world's official language. So effort to learn English hasn't been cutting not only our country but here and there in the world. Though our country students invest expenditure to learn to English more than 10 years, dreadful ability is known far and wide.

In a word, bringing English as official language can effect a settlement these problem -when we see anguishing looks by English till university- than waste time, expense as well.

***I agree with E-Seul's opinion.***

by Cho Ji-Su - Sunday, 19 April, 04:25 AM...

I agree with E-Seul's opinion. We have to keep our cultural traditions, mother tongue, and culture identity. But if Korea becomes a bilingual society, mother tongue and ethnic culture identity can be damaged. Also If the use of English as official languages, we will focus on English rather than Korean. As a result, The proportion of Korean will be reduced gradually. Importance of English is recognized but making English as the official language is accompanied many problems.

Accordingly I am against Korea become a bilingual society, with both Korean and English as official languages, too.

***Re: I agree with E-Seul's opinion.***

by Meurant Robert - Sunday, 19 April, 10:30 AM...

Good thinking, Cho Ji Su.

***Re: I'm against Korea become a bilingual society.***

by Jo Soo-In - Sunday, 19 April, 07:56 PM...

I agree with your opinion. I also against Korea become a bilingual society.

Lately early-childhood English education is stressed and increased students more and more. So, Korea parents spend a great amount of money for their children become fluent as early as possible. Korean have merit and the only language in the world.

Rushed decision about Korea become a bilingual society with both Korean and English as official languages is raise many problem. Our culture and their culture are mixed, then it might lose that we have characteristic. About cultural characteristic disregard is extremely deplorable.

Nowadays in the age of globalization, but become a bilingual society. We have to strengthen the international competitive power.

Figure 1: Debate in Task 3: Forum A: Should Korea become Bilingual? (Uncorrected)

This forum, though slow to get going, produced some admirable responses, as in Fig 1 above, with some threads generating quite animated discussion. The developing ability of students to navigate through such

forums, and to engage in sustained written discussions in their non-native L2 English, was encouraging, and should furnish scaffolding and transferable L2 digital literacy skills that they can apply in later life. This is

in keeping with my educational philosophy, which holds that the intention of EFL is not simply to entertain and amuse students, but to encourage them to develop L2 English skills that will be useful to them in later life, while encouraging their growth as whole individuals who ideally will, with time, realize maturity and wisdom.

### **3.4. Quizzes**

Our instructors are required to administer several quizzes during semester, as well as Midterm and Final exams. The Moodle LMS is well suited to do this, though several limitations arise. Over a number of years I have built up a valuable stock of questions in ExamView format, which are maintained in Question Banks. Using these in Moodle requires significant work to transfer them, as discussed above. Secondly, conducting online quizzes or exams in class requires access to computer labs of adequate numbers of computers, and the online Internet-based hosting requires that all computers used have Internet access, the hosting site being accessed through a web browser. (While it is also feasible to publish and host these tasks on a LAN - which would obviate the need for Internet access - to do so in the EFL context in Korea requires interfacing with Korean-language operating systems (in the worst case, Windows) and adequate technological savvy, both of which are well beyond my ken (or desire). The use of LAN might however provide a good strategy for obviating cheating through instant messaging or email, though as I discuss below it would also prevent the use of online digital resources such as search engines and online dictionaries, which I wish to encourage. In many universities, such lab facilities may well be limited in availability, and I have found that I have to be quite adaptable in commandeering sometimes-scarce computer lab time. At present (as far as I am aware) I am the only native English teacher out of 30-odd in my university who is using computer-based tests; if this number increases significantly it is difficult to see how this lab access will continue unimpeded unless more computer labs are provided (though classrooms do enjoy Wifi access, and it is heartening to see a slow but noticeable increase in student ownership and use of notebooks and netbooks). Thirdly, although I select settings so that the quiz or exam for each student opens in a secure window, determined students are still able to instant message or email one another during the task, despite my warnings not to and active proctoring. This dilemma is complicated by my wish to encourage them to use online English-language

resources - such as online dictionaries, grammar sites, and encyclopedias; to encourage this use I make all of my quizzes and exams Open Book, and allow them to access any digital or online resource. So if a student screen shows windows that are not of the task in question, this need not imply that they are cheating. Often these sites are in Korean, though recently it is pleasing to see more students using the Google search engine in English. Without spy software that monitors all computer usage (which I would prefer to avoid) - or the problematic disabling of access to instant messaging and email sites, while allowing access to other sites - it is very difficult to ensure that students do not cheat. For similar reasons, while I strongly encourage the use of digital resources, it is difficult to determine whether texting on a cell phone during a quiz or exam is perfectly innocent - in accessing a built-in dictionary (which I encourage), or not (such as using SMS to communicate answers). Elsewhere I discuss the intentional use of cell phones and smart phones in the classroom [2006]; as smart phone use become more prevalent in the classroom, and they are legitimately used to access online resources, this difficulty will likely increase.

The problem of cheating in online quizzes and exams is unresolved in my mind. I would like to believe that most students are honorable, and dutifully follow the examiner's dictates not to communicate with one another. But unfortunately some do not, and if they are not caught in the act (despite subsequent complaints by other students), some uncertainty as to the reliability of exam results arises. Cultural differences also need to be taken into account. I have long observed that in Asian cultures, information is more commonly stored in the collective mind than in the individual, and in later life such cooperative use of knowledge in the workplace is to be anticipated; so is it always appropriate to penalize such practices in the educational environment?

### **3.4. Task 4: Forum B (Level 1A):**

#### **Aboriginal art, culture, music and dance**

A second forum was set as an online task for Fine Art (Painting) students studying Level 1A English. Students were asked to select one of a number of online videos on Aboriginal art, culture, music and dance, links to which were posted on the course webpage. After viewing it several times, they wrote a response relating it to their ideas about and practice of art. They then posted a reply to another student's response. For beginning English-language level students, I was very impressed with their engagement:

**DREAMTIME-AUSTRALIA file.**

by Kim Sin-Bi - Sunday, 24 May 2009, 08:28 PM  
The image which I selects "DREAMTIME-AUSTRALIA"  
On this outside, dreamtime file /The Wallaby Track file /Dreamtime walkabout file is etc. Few thing search tries about dreamtime., the ancestor creates a nature and the human being, the law where all living subjects live together and soaks into with natural inside and believed the legend of time of the dream which disappears. The native construction starts the picture in the tree Above like contents comes out being like this. The screen composition which forms with circle is very unique and interesting! Is become accomplished in the pattern which is geometric, When seeing whole, the impression which is pictures holds, and correspond with color sensitivity is gorgeous. and the screen and music harmonize well. Also I thinks it might be connected to abstract art. The expressive method considerably holds in mind, Cave painting of primitive time same atmosphere and the kangaroo also the turtle such subject matter is very good!

**Re: DREAMTIME-AUSTRALIA file.**

by Park Ju-Young - Sunday, 24 May 2009, 08:51 PM  
I can agree with all of you. The screen composition which forms with circle is very unique and interesting to me Is become accomplished in the pattern which is geometric, When seeing whole, the impression which is pictures holds, and correspond with color sensitivity is gorgeous. and the screen and music harmonize well. Aboriginal art style that I intend does justly. I want to learn basic grounding to do art that I want to study in Sejong University before display art that I intend. +) Have a nice day~ smile

**Re: DREAMTIME-AUSTRALIA file.**

by Kim So-Hee - Sunday, 24 May 2009, 10:06 PM  
Hi. Sin-Bi, I read your post. We selected same video! I am also interested in 'DREAMTIME-AUSTRALIA' file. I sympathize with the screen composition which forms with circle is very unique and interesting. And the screen and music harmonize well. It is very active and dynamic! Isn't it? It is good idea that aboriginal art is connected to abstract art. I'm past recollection. 'DREAMTIME-AUSTRALIA' is valuable source of art.

**Re: DREAMTIME-AUSTRALIA file.**

by Seok Jin-Young - Sunday, 24 May 2009, 11:34 PM  
I read your notes. we saw it same video, didn't we? It is so exciting. They works have religion-belief and historical spirit. Their art was old but you said, it seems like abstract art. It is reasons that they received high praise from fine art. Perhaps, nowadays abstract art was born from Aboriginal art in DREAMTIME. You need to know this historical term and tradition. So we must find more hidden means and spirit. Way i see it...It was touching to watch. isn't it?

**Re: DREAMTIME-AUSTRALIA file.**

by Kim Sin-Bi - Monday, 25 May 2009, 12:15 AM  
I accept your suggestions. Seok Jin-Young ! I need to know this historical term and tradition. So I must find more hidden means and spirit. I am caused by with this forum subject, makes know about the primitive fine arts and becomes, listened in mind. From former times india, inca, Nepal etc, in the countries which have the tradition of similar impression interest in. The Commonwealth of Australia primitive fine arts also appears the impression to be being similar. In this chance with these culture well-known about expressive method and came to want. The pattern which is unique and the animals also look so funny is good very. In order to enjoy the fact that as usual draws the animal, with same subject matter, appears also to be being good to attempt a new method.

**Re: DREAMTIME-AUSTRALIA file.**

by Yoon Sung-Eun - Monday, 25 May... , 02:46 AM  
I'm going to say about the video, "DREAMTIME-AUSTRALIA" with different view not aesthetic. I think the video's subject is food chain. there are three things in the video. A lizard, some kangaroos and human are that. first, kangaroo(It seems to kangaroo but I'm not sure that is ture) chase the lizard appeared first. In the same time, human is detecting footprint of kangaroos. Perhaps this gay decided to take kangaroos for something to eat. Assuming that the human has been hungry for a few days, chasing kangaroo is very exciting and happy thing. because chasing kangaroo will be a delicious dinner. so this situation is called "DREAMTIME" by the human chasing kangaroo.

Figure 2: Discussion in Task 4: 1A: Aboriginal art, culture, music and dance (Uncorrected)

#### 4. Student Experiences

It takes time - and student goodwill - for LCM to be implemented in their classes. My initial perspective was that there was not yet a classroom culture of acceptance of computer-based tasks, quizzes and exams, especially in L2 English, and some students were confused as to what was expected of them. But these difficulties tended to dissipate after individuals successfully created an account, enrolled in a course, completed the first task, and as a class, survived their first online quiz. As yet, I have not had the opportunity

to gather formal feedback from students. Moodle contains sophisticated evaluation surveys, but these are too demanding for my L2 sophomore students. I observe that online class quizzes and exams now go smoothly, and there has been quite stimulating written contributions and debate on online forums. Students who are unable to attend class tasks, quizzes or exams because of planned absence or for medical reasons are able to do the work at the same time from anywhere they have Internet access. I have had students with

broken legs who cannot access walk-up computer labs doing quizzes on more accessible staffroom computers, students in hospital doing quizzes from there, and students visiting Pusan or overseas doing

quizzes from a distance at the same time as their class, merely requiring me to SMS or email them the password shortly before their class quiz or exam starts.

***I guess most of parts.***

*by Kim Soo-jung - Saturday, 23 May 2009, 02:31 PM  
I used to use a paper dictionary about 5~7years ago. But now most of us use them no more. Because translator(an electronic dictionary) is more useful than a paper dictionary. As the digital resources are developed, we can learn English more easily. But the problem is "How can we use them?" So I want to recommend several ways to use them.*

*First, making flash programs for learning pronunciation. The flash is so easy to make and learn English. Because for kids, if the flash shows how to read or the position of tongue and so on, they can repeat it and learn it with fun. And also for adults, they can learn English whenever they want.*

*Second, making a blog or something like a myspace. Last semester, my English class had a cafe (which is something like a blog) for doing homework. Well, this semester does too. And I think it helps alot to foster our English skill. Because when we write English sentences or paragraphs, our writing skills are getting better. And I do the myspace and I could meet a lot of American friends. My space is a minihompage like cyworld. When I search around my friends' myspace, I also can learn an abbreviated words and many expressions. That helps a lot for reading skills.*

*Today, I think we are not using computers and digital resources for learning English very well. So we should make more programs for learning and teaching English.*

***Re: I guess most of parts.***

*by Park Sun-Hong - Sunday, 24 May 2009, 10:37 PM  
I also make american friends to exchange e-mail at Myspace. I'm sure that Myspace is very useful internet site. And I absolute support your second opinion. last semester, I also took that class. That homework was little annoying but it was very helpful to us. And I will attempt your first opinion. I think that is very nice*

*digital resource. I could not think that before. I'm very glad to know that. I think you are using digital resources very effectively. I hope to you will use digital resources constantly like this.*

***Re: I guess most of parts.***

*by Han DongYeop - Sunday, 24 May 2009, 11:49 PM  
I'm interested in flash show becaues it is different from a opinon of the other. But the fact is very impornat. Because flash show is effective tool for chidren what you said. For example, there is person who speak english really fluently though he/her didn't live abroad and have parents used korean. It is proof of the upper fact. so,, we should use computer and digital resources in english study. cool Your essay is very logical.*

***Re: I think so too.***

*by Soon Ji Kwon - Monday, 25 May 2009, 12:38 AM  
I also agree with you. We need to make some digital programs about English for us.*

***Re: I guess most of parts.***

*by Soo Young Min - Monday, 25 May... , 12:45 AM  
I agree with you. Using computer and digital resources offer advantage like saving our time to us.*

***Re: I guess most of parts.***

*by Eun Jongpil - Tuesday, 26 May 2009, 12:55 AM  
I agree youre opinion that make a world blog using English. It is very helpful study English. I don't have blog using English, but I will try to make a blog. I want to let you know another way studying English. You said you meet the foreigner friends on online. I also have foreigner friends. We exchange e-mail. We ask ordinary life and club activity. We belong to united univ. club. name's KJSF. So, I recomend you to join united club with foreign univ. It is very good chance to meet foreign university student. It is very funny. If you join our club, I absolutely wait for you.*

Figure 3: Sample debate in Task 4: 2A: What part should computers and digital resources such as the Internet play in teaching and learning EFL in Korea? (Uncorrected)

**4.1. Task 4: Forum B (Level 2A):**

**What part should computers and digital resources such as the Internet play in teaching and learning EFL in Korea?**

A second forum was also set as an online task for students studying Level 2A English. Students addressed the part computers and digital resources such as the Internet should play in teaching and learning EFL in Korea. This task resulted in insightful responses and interesting debate, as in Fig 3 above.

Their responses suggest that students are more ready for and accepting of LMS such as Moodle in the classroom than I had presumed. Encouragingly, they are open to LMS use in L2 English pedagogy, with some now even expecting computer and Internet use.



## 5. Conclusion

I conclude that the discipline involved in students being required to use L2 English to navigate a course site, perform set tasks, and sit quizzes and exams online significantly contributes to developing their general skill and confidence in using English online. The type of questions set - such as matching questions - may also require the application of logical skills that should transfer well to general pedagogical development, and to online use in diverse fields.

Computer-based quizzes and exams have great advantages for rapid and automatic scoring and grading, but require a great deal more work prior to the task in setting up and testing, and, if Internet-hosted, are critically dependent upon having a stable and reliable online hosting service. A significant advantage to online quizzes is that if the quiz

parameters are set accordingly, the student can find out their score on completion, as the software conducts scoring automatically. With some ingenuity, overall grades can also be known immediately on completion of exams, providing an equation has been entered into the Grading menu, subsequent scaling of the class grades is not required, and other tasks have been completed and graded.

Using LMS to force English exclusively on EFL course websites, which makes the meta-language the target L2 language, is an effective means of developing student L2 Digital Literacy, which, in turn, will evolve to become the most critical component of overall L2 English Literacy.

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