



LEARNING MANAGEMENT BLOG: ENHANCING LEARNERS' LEARNING TASKS IN A LANGUAGE COURSE

NAFISEH ZAREI^{1*}, SUPYAN HUSSIN², RAJEEV RUDRAVARAPU³

¹School of Language Studies and Linguistics, FSSK, Universiti Kebangsaan Malaysia,

²School of Language Studies and Linguistics, FSSK, Universiti Kebangsaan Malaysia,

³Department of Computer Science and Systems Engineering, Faculty of Engineering, Andhra University

*Author for Correspondence



NAFISEH ZAREI

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ABSTRACT

The use of Web 2.0 tools, such as Blogs, Wikis and Chats, has brought attention to L2 language learning and language acquisition. With the help of online language learning tools learners can make use of the opportunities of improvement of knowledge and information. The emergence of Social Network Sites (SNSs) and Web 2.0 technologies such as blogs has led to a drastic transformation in ESL learning and teaching. This case study investigates how ESL learners benefit from the 'Learning Management Blog' (LMB) contributes in carrying out their learning tasks as required by their course. The LMB was designed as a learning platform and offered the supplementary course learning materials that matched the course synopsis. The subjects of the study consisted of 14 Malaysian undergraduate ESL learners at Universiti Kebangsaan Malaysia who were enrolled in Academic Communication Course. Data collection was carried out through the open-ended questionnaire. The obtained data were categorized, described and finally analyzed qualitatively using content analysis. The findings of the study revealed that the LMB played a significant role to assist the ESL learners in improving their course tasks. Moreover, the learners made use of the scaffolding facilities in the LMB, interacted with their peers in the discussion forum, and exchanged their experiences and ideas in the order to develop their course tasks. It is appropriate to recommend the use of the LMB to all ESL tertiary language learners, language instructors, higher institution administrators, curriculum developers, web designers and web developers as well.

Key words: learning management blog, scaffolding facilities, learning tasks

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INTRODUCTION

For the last few centuries, there have been speedy advances of technologies and simultaneously, the practice of these technologies has witnessed a rapidly evolving growth in education and language learning and teaching. With the help of online learning tools learners can increase their learning outside classrooms. They can be able to improve their communication skill, collaborative learning and

individual learning as well. By providing learners by such interactive online tools, they will be able to make use of the opportunities of improvement of knowledge and information. In the contemporary 21st century, the emergence of Social Network Sites (SNSs) and Web 2.0 technologies such as blogs has led to a drastic transformation in ESL learning and teaching especially in universities. A wide number of previous studies have investigated the application of

blogs in ESL teaching and learning from different perspectives. The investigation of those studies focused on different aspects of using blog in relation to language learning. For instance, in examining learners' grammar in blogs, Izaham Shah (2008) conducted a study among 25 pre-service teachers who enrolled in an undergraduate TESL (Teaching of English as second language) program at Universiti Teknologi MARA. The researcher showed that blogs can be effective since they provide learners with the access to equal participation. In learning via blogs, the learners were involved in further discussion and participation, thus, coming up with new topics for discussion, which is due to the absence of time constraint that is usually faced by learners in real classroom contexts.

Miyazoe & Anderson (2010) examined students' perceptions of online writing in three different online environments including: forums, blogs, and wikis. The participants of the study consisted of 61 students who were in their sophomore year at a university in Tokyo, Japan. A mixed-method approach was applied to carry out the study. Data were collected through survey questionnaire, interview, and text analysis for the purpose of triangulation. Based on the findings of the study, the EFL students had positive perceptions of the blended course design. In other words, the variations provided by the blended course design served well in meeting challenges and were fun for the EFL learners and had a positive effect on their language learning progresses. Another study by (Park et al. 2011) examined the role of blog on enhancing learners' informal learning among Korean students. In analyzing bloggers' perception of language learning using blogs, the findings provided evidence of the participants' increasing awareness of positive changes in language learning including learning experiences in everyday life after blog.

Furthermore, Shahsavari & Tan (2011) investigated if bloggers' cognitive styles particularly field-dependency affects students' attitudes toward blogs. The samples of the study involved 36 undergraduate Malaysian ESL learners. The researchers used mixed method design and data were collected via a Group Embedded Figure Test as well as a Likert-type Blog Attitude Scale (BAS). The

results of the study revealed that, the majority of the learners had positive attitudes towards using blogs in a learning environment. In addition, they found that using blogs is an enjoyable way to communicate with other classmates via online discussions. Some studies included learners' perceptions of blogs merely in writing skill. For instance, (Zaini et al. 2011) conducted a mixed method study on the use of blogs in a language and IT course. The focus of her study was on students' perceptions concerning the applications of blogs. The participants of the study included 80 students in four different classes who enrolled in Language and Information Technology Course. Data were collected via pre and post draft in the blog as well as a survey questionnaire during the period of one semester. According to the findings of the study, it was revealed that blogs fostered the ESL learners' collaboration in writing skill. Furthermore, the participating learners perceived blogs as effective tools that contributed to enhancing their writing via collaboration. In other words, blogs gave more advantageous to the learners regarding sharing their collaborative writing in an interactive social setting; therefore, the learners became more motivated to improve their writing skills by making use of the blogs.

In line with the mentioned studies with regard to blog and writing skill, Henry & Erlam (2011) also explored whether or not writing blogs improved writing quality and quantity among L2 Japanese learners. The participants of the study included twenty Japanese students. Each student created his/her own blog. The students were asked to write and re-write blog entries or posts on three different topics that were concurrently the focus of their classroom language instruction. Data were collected via survey questionnaires. The result of the study indicated that all of the students made gains in writing quality and quantity. Moreover, the students enjoyed writing blogs but that around half preferred hand writing Japanese hiragana (a set of symbols used in Japanese writing). In addition Hajiannejad (2012) conducted a mixed-method study on how blog can affect the English writing skill among EFL Iranian learners. The focus of his study was also on the learners' perception of using blogs. The

researcher conducted an experimental study on two different classes (twenty male students) of intermediate English learners. One class was labelled as the Control Group and the other one as the Experimental Group who were provided with blogs. Data were collected using Chi-square tests. The results of his study demonstrated that the Iranian EFL learners believed blog had encouraged them to write more accurately. Moreover, they considered that blog had extremely enhanced their writing abilities as compared to the time they did not use blog. Thus, the overall findings of the study suggested that blogs can be integrated into an English class as an advantageous and helpful tool. In addition, the results of the study illustrated that by incorporation of blogs, learners would have more interaction, not only with other students but also with the teacher.

Furthermore, (Melor et al. 2013) conducted a qualitative study on how using blogs promote students' writing skills as well as polishing their skills. The participants of the study consisted of Malaysian ESL learners who were studying at Universiti Kebangsaan Malaysia. Data collection carried out during a period of one semester. The researchers collected the data through using a semi-structured interview. The results of their study revealed that blogs which had been clearly underlined in the curriculum should be re-orchestrated more effectively again by the teachers of English as a Second Language. In addition, the findings indicated that blog was a very useful tool for promoting writing skills among the ESL learners. Thus, the ESL students can be motivated to improve their writing skills by make use of blogs. Zarei & Al-Shboul (2013) conducted a study on Jordanian EFL learners' perceptions towards language learning via blog, they found learners perceived the blog as an interesting and helpful learning tool since interacting via blog helped them improve their English language skills as well as their communication skill based on peer feedback. Finally, a study by Zarei & Supyan (2014) showed that the learning management blog assisted the students to develop their independent learning interest as well as their motivation to use the English language learning materials in the learning management blog.

To sum up, although the mentioned studies used blog as an educational platform in language learning and teaching, it is significant to note that none of the above studies focused on the LMB and its impacts on ESL students' learning tasks in a language course to find out how the scaffolding facilities within the LMB enhance their class assignments during the language course. This is the main contribution made by the present study.

The Study

The main purpose of conducting this study is to investigate the current practice of the LMB for English course in order to find out the impacts of using the LMB on ESL learners' learning tasks in a language course. In addition, this study attempts to find out how the scaffolding facilities within the LMB enhance the ESL learners' class assignments during the language course. *www.wordpress.com* site was used for the purpose of the present study. The LMB was selected as a language learning platform for the learners' use, because it was a system which was accessible, reliable and easy for the students to use outside the classroom at anytime and anywhere they had internet access. A good learning environment should be accessible anywhere and anytime and it should allow the participants to share their views and ideas easily. It must be user friendly and not present any installation and configuration hurdles to the user. The scaffolding facilities in the LMB were consisted of videos, audios and texts regarding the four skills in English language (reading, writing, speaking and listening), vocabulary practice, grammar practice, pronunciation practice, presentation tips, test, English language games, dictionary, discussion forum, individual logbooks and search tips. The learners had the opportunity to post their comments and feedback on the discussion forum, or even they were able to hold the class discussion in chronological order. They made use of the scaffolding facilities provided in the LMB and also they were able to ask questions and discuss the lessons that had been taught by the teacher in the classroom.

The LMB was a language learning tool for the learners to communicate and interact with each other outside the classroom and share their experience and knowledge with each other by

participating in the discussion forum. Sometimes this led the learners to return to their own posts and react to criticism of their own posts. The LMB can give the learners a chance to maximize focused exposure to language in new situations, peer collaboration, and contact with their classmates.

Methods

This study seeks to explore how the Malaysian ESL learners would benefit from the LMB contributes in carrying out their learning tasks and assignments as required by their course. Based on the objectives of the current study, the qualitative method was employed for data collection. The participants were 14 undergraduate Malaysian ESL learners majoring in Teaching English as a Second Language (TESL) at Universiti Kebangsaan Malaysia. They all were provided by some basic knowledge of computer skills. The data collected via the open-ended questionnaire which was designed for the purpose of this study and it was piloted with a group of learners to check its validity and reliability. Some of the items of the questionnaire were revised based on the learners' feedback after conducting the pilot study. The open-ended questionnaire included a series of questions with regard to the learners' demographic data, learners' familiarity with blog, learners' willingness to participate in the LMB, and learners' opinions on using the LMB as a platform to improve their class assignments. The obtained data from the open-ended questionnaire were categorized, described and finally interpreted in order to be analyzed qualitatively.

Findings

The open-ended questionnaires were distributed to the learners at the end of the semester. The data were categorized and analyzed using content analysis. The questions in the open-ended questionnaire were categorized into three categories based on the emerged themes. Each category consisted of a series of questions which were interrelated to each other and focused on the same theme as following:

Category 1: Learners' familiarity with blog

The learners were asked to explain what they understand generally about blogs. Based on the learners' feedback, the researchers realized that all

learners were already familiar with blogs. The learners mentioned that they have seen different blogs on the internet regarding various topics such as: personal, politics, art, fashion, sport, military, cooking recipes, religion and so on. It is worth stating that 12 out of 14 learners mentioned that blogs can be used as an interactive environment in which people will be able to communicate with each other via posting their ideas and information through comments. The learners believed that although blogs can be used for various purposes such as: business, learning, teaching, diary, advertisement and etcetera, however, 12 learners emphasized on interaction which happens among people by discussing different topics and issues via posting on the blogs. They all agreed that people can gain new information and updated news by reading the posts in the blogs and communicating with others. Only 1 learner mentioned that he has his own personal blog. The other 13 learners did not own any blogs; however they mentioned that they have seen blogs on the internet. 11 learners stated that they tried commenting on people's comments on the blogs before. They believed that they obtained new knowledge and information through sharing their ideas with others in the blogs.

The researchers asked the learners to explain if they have any ideas on why some people have blogs. 10 out of 14 learners mentioned that people create blogs for a variety of reasons. Based on the learners' answers some people have blogs in order to run their businesses and make money through their blogs. They can upload various advertisements in the forms of text or video in order to attract other people's attention and develop their business. In addition, they mentioned that some people have their own personal blogs which can be for entertainment and fun. They can post family photos, diaries, music and etcetera. On the other hand, there are also some people who create their own blogs for the reason of fame. Such people may introduce themselves and share their experience, and great hints and jobs they have done during their lives in order to become famous. Based on the 10 learners' feedback, some people have blogs in order to teach or learn some issues such as: various languages, skills, arts and so on. Such people can

post useful and updated information with regard to the topic of their blogs. 12 out of 14 learners also mentioned that people may have blogs in order to keep in touch with the people around themselves or even all over the world. They can share, exchange and discuss some issues with other people in order to get new knowledge, information and experience. All of the learners believed that people can always improve their knowledge and understanding by sharing their views and thoughts with other people. Therefore, that can be one of the reasons why some people have blogs.

The learners were asked to explain whether or not using blogs is helpful for people. 6 learners mentioned that reading blogs is helpful if the blogs involve useful and informative materials and posts. Based on their responses, by reading appropriate blogs people can get new knowledge and experience from other people. That can happen because the blog administrators post and share their experience, knowledge and thoughts. Therefore, when other people can look at their blogs and gain new information. 13 learners voiced that using blogs is helpful since people can share opinions and views with each other in the blog environment. The learners agreed that sharing information with others can improve knowledge as well as learning about new discoveries, issues, topics and etcetera. For example one learner mentioned that:

Of course using blogs are helpful. If we find good blog with good content we will learn new things, because people share their information and ideas with us. So we can learn new thing from them. We can also comments and post our experience for them. It is very helpful to improve our understandings. We can always learn by sharing our idea with others and communicating in online environment. (R10)

In another question, the learners were asked if they had visited other people's blogs, to comment on their posts or not. 11 out of 14 learners voiced out that they have already seen different blogs which were belonged to others, specially their friends. Those learners mentioned that they tried to comment on his/her friends' posts in the blogs in

order to express their feelings and ideas with them. Four of them stated that not only they commented and wrote for others but also they uploaded videos and photos for others to watch. Therefore, the 11 participants did comment and share their views and experience with others in people's blogs. For example, one of the learners mentioned:

Of course I have seen many blogs so far. You know, some of my friend and also relative has blogs. I also have two blogs. So, sometime in my leisure times I open my blogs or their blogs to see what they written or post there. It is very interesting and fun. I comment to their posts and then they reply my comments too. It is a kind of communication and sharing experience. Sometimes we upload family photos there also. (R12)

However, 3 learners said that they visited other people's blogs but they never commented or posted anything on the blogs. They just read the contents in the blogs and gained some information and news from the blogs which were helpful and interesting for them. They said the reason why they did not comment was that they were not the members of the blogs they preferred to only go through the posts and read the texts there. As one of the learners stated:

So far I had seen some blogs. I look at them, read the contents, watching videos and so on, but unfortunately I never try to comment or write my ideas on the blog. Because I thinking that I am not the member of those blogs, or people do not know me, so I never shared anything. I just read and enjoyed their information and contents. Well, if I was one of the blog members, definitely I post my opinions there too. (R3)

The researchers asked the learners if they have seen any other teachers' blogs in other classes or if they have learned from them or not. 6 learners pointed out that they became familiar with blogs in other courses they attended before. It is worth mentioning that none of them had blog in their English language courses. The learners stated that in some courses they were asked to create their own

blogs and post their assignments and power point slides for their final projects. According to their feedback, the researchers found that the learners made use of the interaction with the teacher in the blog environment, since the teacher communicated with them by commenting his/her opinions for each learner separately in their blogs. Therefore, in that case the learners were unable to interact with each other as they had their individual blogs. However, 8 out of 14 learners stated that they never had blogs in their courses before and this is the first experience for them to have blog as an educational tool in their course.

In summary, with regard to the learners' familiarity with blogs, it can be concluded that almost all learners have seen other people's blogs and they believed that people can improve their knowledge and information through the interaction takes place in blog environment. In other words, the learners believed that people have blogs in order to share their opinions and experience which leads to get new information and knowledge from one another.

Category 2: Learners' willingness to participate in the LMB

The researchers asked the learners whether or not they would have still participated in the LMB, if the teacher would not give them any marks for their participation. Based on the 14 learners' responses, the researchers found out that the learners would still be interested in taking part in the LMB activities, since they perceived the LMB as a helpful platform to enhance their language learning and acquisition.

The learners stated that meeting the teacher and classmates is not an easy, because of the learning time and space limitations; however, by having the LMB they were always able to consult with each other in case they faced any difficulties or questions regarding their class assignments. There were times that they were in need for guidance from their classmates particularly with regard to the class projects and assignments, therefore they were in contact with each other via the discussion forum in the LMB and solve their problems. The learners all agreed that they would still participate in the LMB even if there was no mark given to them for their participation in the LMB activities by the teacher.

They believed that the LMB was a useful and beneficial platform to improve their learning especially via the interaction among them. For instance, one of the learners mentioned that:

For me, the reason that I participated in the blog not the mark at all. I enjoyed to involve in the blog because it was helpful and for me, I shared my feeling, information and knowledge with my friends. That was really good. It help me to learn a lot, because actually we don't have enough groups discussion in the class. Many of the students don't discuss face to face in the class. I don't know why but they all discuss and share in the forum. So without any grade I also participate in the blog. I think it is helpful. (R14)

In another question the learners were also asked to explain what factors made them motivated to participate in the LMB activities. The majority of the learners (12 out of 14) agreed that the discussion forum in the LMB was one of the features that motivated them to learn more and participate in the LMB regularly. They believed that by participating in the discussion forum they improved their class tasks as well as English skills, therefore, they were motivated to participate in the LMB activities in their free times. Some of the learners mentioned that the English language games, speaking tips, writing techniques, grammar drills and outline tips made them more interested and eager to get involved in the LMB activities. 12 of the learners pointed out that the discussion forum motivated them to learn more and become engaged in the LMB activities. Therefore, the interaction which was happening during the learners' discussion and consultation in the online forum was one of the factors that motivated those learners.

In fact, I becomes more motivated when I saw the speaking tips and also writing tips, because I always want to improve my English communication and writings. Also, I become more motivated to share my feelings and ideas at any time with my friends beacuse I saw the forum in the blog. I feel more confident about my English and I very happy. I learn many new

things from my friends by discussing to them in the forum. (R4)

The discussion forum is the best place for me in the blog. It make me motivate to participate in the blog many times in week. In my free time I always sign in the blog to use the discussion in the forum. I really improve my assignment and English by sharing ideas in the forum almost every day. (R7)

In the next question, the researchers asked the learners whether or not they were interested in participating in the LMB and they were asked to explain their reasons. All of the learners stated that they were willing to take part in the LMB but they had various reasons. 13 out of 14 learners mentioned that the scaffolding facilities in the menu of the LMB were very helpful for them. Thus, they made use of them almost every day in order to improve their English language learning as well as their course assignments and projects. However, 14 out of 15 mentioned that they were also willing to take part in the LMB due to the discussion and exchanging ideas and thoughts via the online forum. They stated that they were eager to get involved in the discussion forum in order to improve their class assignments as well as other English language skills. Therefore, the discussion forum as an interactive platform made them be interested in participating in the LMB.

Finally, the learners were asked to explain the factors which motivated them to participate in the discussion forum in the LMB. The researchers discovered that the interaction was the most effective factor made the learners motivated to participate in the LMB. The participants voiced out that they were very satisfied and motivated while sharing their opinions and information with their classrooms by commenting on each other's' posts. They all agreed that they were highly motivated to see and read their friends' comments on their class tasks. The meaningful interaction among them, improved their understanding and class assignments.. The learners mentioned that they were always enthusiastic to write in the discussion forum in order to interact with others and enhance their language learning and assignments.

The best thing in our blog the discussion forum. It motivated me so much and it was really fun. All of us got the chance to discuss regarding what we learn in the class into the discussion forum. I liked the discussion forum. (R9)

I was really motivated to participate and write in the discussion forum because I asked my problems and questions from my classmates. I also uploaded my assignments and other friends can read and comment about my outline. Then I understand about my problems and mistakes and then improved my drafts also. So it was very helpful for me. (R10)

Something that really motivated me to open the discussion forum and write there was my friends' comments on my post. Every day I check it to see what my friends write or commented there for me. By reading that comments and opinion sometimes I did my assignment more better than before and also I improve my English writing and grammar also. So, that help me more motivated to open the discussion forum at least once a day. (R12)

Category 3: The LMB as a platform to improve learners' tasks

The learners were asked to share their opinions about the scaffolding facilities in the LMB in relation to their class assignments. 11 out of 14 learners mentioned that the English language materials in the LMB were very useful for them in order to do their course assignments. They all agreed that watching videos and reading the tips regarding writing outlines were extremely beneficial for them to write their course assignments. 7 of them believed that the sections dealt with the tips and texts with regard to writing, vocabulary and grammar structures in the LMB were very useful to do their assignments.

It is worth stating that 3 out of 14 learners mentioned that the scaffolding facilities in the LMB were useful not only to do their course tasks but also to gain extra information to learn beyond their needs for the course assignments. 12 out of 14 learners believed that the scaffolding facilities in the

LMB were supportive and useful because they learned many lessons in detail unlike learning in the classroom. According to them, the teacher does not have sufficient time during the two hours to teach them all the details regarding one subject. Therefore, sometimes they were in need to know the details of the issues to do their course assignments.

The related learning materials to our course is very useful for me, because by reading and understanding them I do a better job for my assignments as compare to before. Some of the tips which not mentioned in the blog were new to me; however, they helped me improve my outline. (R5)

In fact all of the English lessons and video in the blog were helpful. I think many of them helped me to improve my assignment such as: writing tips, outline technique, and grammars. I read them in my free time at home and use them in my assignments. (R9)

The next question was formulated in order to find out whether or not the LMB helped the learners with their class assignments. All learners stated that they made use of the scaffolding facilities in the LMB during their free time in order to improve their class assignments and projects. 11 out of 14 learners stated that sharing opinions and tasks through the forum assisted them in promoting their class assignments because they had the opportunity to consult the content or format of their assignments with their classmates. In addition, they mentioned that the scaffolding facilities assisted them to improve their class tasks.

For sure the blog helped me with my assignments this semester. I found many helpful tip and videos about writing my outline in the blog. I also uploaded my outline in the blog and after that my friends comment on it and then I got some idea to improve my outline. So, I think discussion about our outlines very helpful. (R6)

For me the blog helped me to write a better assignments, because I read some lessons and I also improved my writing skill and English vocabularies by the blog. By

improving my vocabulary and writing I improve my assignments. Also, I watched the videos about presentation and final project. It was very useful for me. (R10)

The blog was a good place for me to know about my friend assignments. Everybody posted her work in forum. I look at some of them and I got some ideas for my outline also. It was very good to see their outlines and write comments for each other. I improved my writing and outline with reading my friend writing and based on their comments and also the learning materials in our blog (R11)

Finally, the last question was about the learners' ideas about having related course materials in the LMB. All of the learners believed that the possibility of having course-related English language materials in the LMB made them more confident and relaxed in order to do their course assignments. Based on the learners' responses, they were motivated to work on their course tasks using the scaffolding facilities in the LMB. These scaffolding facilities played a significant role to guide them on how to write their course assignments step by step. Therefore, they were happy about having the related course learning materials in the LMB.

It was very useful to have many tips, videos and texts in the blog which relates to our assignments, because the teacher didn't explain everything about how to write our outlines. In this case, we take the opportunity to use the blog and read the lessons and improve our assignments. (R12)

Discussion of Findings

The scaffolding facilities in the LMB were helpful for the learners since they made use of them in order to improve their course tasks and assignments. According to the obtained data, it can be concluded that the learners took the opportunities to use the scaffolding facilities to improve their English language skills as well as class assignments. By reading the tips and techniques, watching the videos, or doing exercises and drills in the LMB they learned and acquire knowledge and gain extra information in order to improve their English language as well as class assignments. An

interactive environment can help learners improve their knowledge by exchanging ideas and thoughts. Vygotsky (1980) also believed that humans are social creatures. That is how people live and how they are best able to learn. Based on his theory, the learners can learn more if they would be able to discuss and share their ideas and thoughts with each other. In other words, depending on the social context of the classroom, learners may benefit from being able to interact socially with their classmates as they learn. According to Vygotsky's theory the socio-cultural context of learning and the environment outside classroom must be considered. The LMB as a language learning platform outside the classroom played a significant role to enhance not only the learners' course assignments but also, their language learning and acquisition processes by giving them opportunity of sharing ideas and information via the forum. Vygotsky (1980) asserted that a teacher should be more of a guide and a facilitator, and not an instructor who merely dictates and dispenses information.

Based on the learners' feedback, the researchers found that with the help of the scaffolding facilities and the discussion forum in the LMB, the learners improved their course assignments and strengthen their drafts as well as knowledge and information. Vygotsky believed that higher mental functions are always mediated by cultural tools. There are different devices that can be considered as cultural tools, such as: language, computers, the Internet, and online learning environments such as blogs. Such tools can provide the learners interactive communicative environments. These tools or gadgets do not simply facilitate mental functions; however they shape and transform them. The interactive communication among the learners helped them learn and acquire more information and knowledge in order to correct their own mistakes in their assignments and finally revise their drafts.

Based on the obtained data, the meaningful interaction among the learners in the discussion forum helped them enhance their language learning and acquisition processes. Vygotsky (1980) believed that learners must not be separated from his or her socio-cultural context. He also asserted that a

teacher should be more of a guide and a facilitator, and not an instructor who merely dictates and dispenses information. The LMB as a learning platform provided the learners with scaffolding and supportive facilities which helped the learners enhance their language learning and improve their assignments in terms of structure, vocabulary, format, and content. By making use of the videos, audios, texts, exercises and drills in the LMB, the learners gained more information related to the issues taught by the teacher in the classroom.

CONCLUSION

The present study found that the LMB as a language learning platform for the ESL learners assists them to improve their course tasks and assignments. The scaffolding facilities in the LMB motivated the learners to improve their course assignments and tasks. It can be concluded that, ESL learners can benefit from the scaffolding facilities in the LMB by participating in the LMB activities as active learners. Therefore, it can be recommended to language teachers and lecturers to provide the LMB for learners as a language learning platform outside classroom, where learners can improve their information and course assignments on their own. In this case, learners will be able to be active learners and learn independently which contributes to their course tasks as well.

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