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Learning Management System and EFL Classes: A Way to Promote Autonomous Blended Learning

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Learning Management System and EFL Classes: A Way to Promote Autonomous Blended Learning

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Abstract. This article aims to point out the advantages of using the Learning Management System to increase EFL learner skills and introduce it as one of the aid to support autonomous blended learning. This article also explains how LMS supports e-learning in learning language. Then, it shows how the e-learning can be implemented with using some models in teaching and learning process.

Keywords: Language Management System, EFL learners, autonomous blended learning

1. Introduction

In the recent years, the use of technology is not only a luxury thing which is just used by some group of people but also a common thing which is used by everyone. The impact of the use of technology has been influence almost every aspects of life including education. The use of technology in teaching and learning has moved the rule of lecturer from the one who hold the knowledge and controlled the classroom to the one who guides students as their mentor.

The increasing of information and communication technology or ICT in education field has been prioritized especially in higher education such as universities and colleges. It is because the use of ICT helps created efficient and effective communication [1]. The integration of ICT in education also increases the quality of learning by giving students the skills in technology and supporting them to become more interactive. Moreover, with the accessibility of technology like internet, the choice of teaching and learning is becoming greater. [2] indicates some of advantages of using internet-based ICT such as: raising the interaction between student and lecturer, accessible everywhere and every time, reaching global audience, and data and information up to date.

Because of the increasing of ICT, the possibility of designing and utilizing the new learning environment is also increasing. The traditional classroom is decreasing because of the amount of online classroom enrollment, especially the ones which delivers online teaching and learning, especially higher education. The higher education students are exploring and embracing online learning gradually throughout learning management system platforms [3].

Learning management system is a software application to facilitate online teaching and learning. This system is able to give instruction, communication, and assessment. LMS is used to convey and manage learning content and material which used to deliver the course. This system is divided into modules and lessons, the same with in traditional learning model. It provides different online course

managements which allow lecturer or instructor to tell students their grades as well as quizzes and exams [4, 5].

LMS also has improved student and lecturer online communication by encouraging them to be more active in learning process. The successful of this system depends on providing training and support for lecturer or instruction and active engagement from students. It also includes student and lecturer satisfaction with the LMS used. Hence, training technology skills is important for both student and lecturer, and introducing them to any kind of LMSs to make them familiar with it.

This is important especially for EFL teaching and learning. The fear of using technology in classroom is still hold by some lecturers and students whether it will be effective and efficient for them. However, some high institutions have been already had positive vibe about using LMS in teaching and learning process. In Indonesia, some universities have been made an e-learning platform to facilitate online learning and even the government has had a plan to make this project for all university [1].

E-learning is known as its benefits to share and access information and learning materials and also evaluate students' learning. However, there are still hitches for this such as a budget for ICT sector and human resources. Even though there are hitches, the commitment is quite strong.

For the explanation above, this article aims to point out the benefit of using the Learning Management System to increase EFL learner skills and introduce it as one of the aid to support autonomous blended learning.

2. Methodology
The method used is literature review

3. Result and Discussion

a. Defining Learning Management System

Learning Management System (LMS), or Learning Content Management System (LCMS) has become the fundamental part in education system in most of higher education institution and had the interest in increasing hybrid approaches that blend in class and online activities (Pishva et al cited from Jamal and Shanaah, 2011). LMS does not try to replace the conventional classroom environment, but its aim is to improve the current system with the lessons that can be accessed from both classroom and internet [6].

LMS is a software to manage, track, and report an interaction between student and the content learning, and student and lecturer. LMS organizes students' enrollment, learning progress, record test score, and indicating course completion. Moreover, this system also allows lecturer to assess student's performance [7]. LMS supports e-learning platform so that students can access the learning material and course online including the assignments and other aspects of instruction.

Furthermore, every packages of LMS have their own unique components; however, there are aspects that more LMS have been familiar with, such as creating learner records, handling learner enrollment procedures, having waiting list, sharing and organizing curriculum learning, distributing course material through web-based interface, creation and publication courses schedules, and monitor students' interaction with each other, for example messaging, emailing, provide discussion forums, methods of assessments, and testing (including creating pop-quizzes).

Moreover, [8] mentioned some of the common features of any educational learning management system. LMS has content management where the course material such as notes from lecturer might be included as a part of the sequence and uploaded in parallel with classroom teaching. Then, all assignments have to be handed out and submitted online using LMS and quizzes or tests have to be immediately graded.

This system also shall be used to design the course plan and lecture schedule. LMS provides reporting tools which covers up all student's reports. The system usually provides communication and collaboration

tools such as chat, forum, wiki, blog, and glossary. Finally, the news from all classroom and college are accessible in announcements in LMS.

With all of this features provided in LMS, it can be said that it might bring some benefits. According to [9] there are some benefits of using LMS in teaching and learning process. Firstly, it centralizes learning. LMS provides all learning contents and makes sure that it can be accessed every time from any location with web access. The system also shows the consistency in delivery and assessment as each learner serve the same material in the same way and can be measured using standard test method.

Second, the platform allows users to see the sequence of steps required, monitor progress on the learning path, evaluate success record and enroll for additional courses. Then, before, while and after the course completion are evaluated to determine whether student has already understand the course. The information and learning material in the e-learning also can be easily upgrading. Then, the system is easy to use and is instructed very well, it makes it easy to a new user to use it.

b. LMS in Higher Education

The growth of technology these days has increased the use of ICT in higher education. It is proved by some studies which show that the ICT literacy in college even in high school is quite high [10, 11]. It is because the amount of commitment they already put to take advantages this technology has especially LMS in teaching and learning process.

The implementation of LMS or e-learning platform has been used in many colleges and universities since it brings a great learning experience such as different learning style, matching student's need, guiding for self-learning, and promoting how to learn not what to learn [12]. E-learning provides the self-learning behavior with everywhere and every time accessibility which makes it more flexible to be used by student.

E-learning platform is used in higher education since they chose to put traditional course online and it makes the enrollment of students increasing. Put traditional course online also becomes a demand of nowadays teaching and learning system where the use of technology has to be emphasize in learning environment. Moreover, when online course is started, e-learning platform like LMS is necessary in order to organize content, courses, faculty, students and grades properly [13].

This system actually has a big role in higher education. LMS sets more constructive theory based instruction, focus on flexibility and divide learner goals. Also, it supports collaborative learning which students can learn inside and outside classroom to widen their learning circle to home and involve people who close to them such as parents. This system, moreover, emphases personal assessment, progress tracking, reporting, and responsive to learner needs. Furthermore, this system allows integrating to improve the collaborative learning to other system and among the stakeholders. Then, LMS also take improvement from professional judgment and development for stakeholders, and increase fee effectiveness and better influence of existing resource [13].

Besides known having a big role in higher education, LMS also have three major factions in learning and teaching process. According to [13] the participants, both lecturer and student, have access to view status of course and completion of courses, provide with the facility to print and view certificate. They are also allowed to manage as in adding and deleting the content of the material, introducing new lesson, and setting the learning calendar.

Then, the system also views and tracks the history or the present of participants, and provides available results and statistics about the course and the participants. Furthermore, the system helps participant to upload and redeem assignment and resource, allows making their own assessment, and provides grades and final result of learning.

In colleges and university, the functions of LMS have been discussed and categorized as a course managing system such as a substitution for conventional syllabus, marking books, assessment tools. Then, it provides synchronous and asynchronous discussion groups to assist learning process. Moreover, it provides place to extend students' cooperation.

From the functions it is provided, LMS has different learning styles and output for students' different learning characteristics. Course syllabus is also provided for learners to see how lecturers teach the material before joining the lesson. This system also can be related to two primer purposes, there are controlling the lesson and exchanging information between lecturer and learner.

Course process is still depended on lecturer; however the exchange of information gives both learners and lecturers the chance to interact in reaching learning goals and making it more effective and reliable. The levels of LMS scales show how the process can be more effective and reliable. Classroom management is used to support learning notes or other learning aids used in specific course. The course management reach numerous class portions throughout the entire course with general objective, putting evaluation tools, an d giving feedback and discussion. Curriculum management is used to provide meta-tools to handle relationship between a set of lessons. These tools are used to guide the curriculum with certain courses. Learning management is used to facilitate students' self-learning where they can choose their own learning opportunities, learning in different rates in one time to achieve individual goals. Then, community management is used to facilitate the extend student has beyond their class, course, curriculum or collage learner and to allow them to learn in multiple context and organization.

c. Categories of Learning Management System

Types of LMS are varied based on their usage and accessibility. First, it is called Open Source Learning Management System. This category is learning management where it has public free license. It also provides the participants to use, to change, to study, to create, and to distribute the result freely to anyone. The mots popular LMS in this category are Moodle and Sakay. Then, another category is Cloud Based Learning Management System. This category comes with the clout computer features and delivers the online course to students anytime and anywhere. The only requirements needed are to connect to internet. For this category there are Digital Chalk, Docebo SaaS LMS, TalentLMS, Firmwater LMS, Limos LMS, etc which have been known as the most famous ones. Third, Proprietary Learning Management System has been designed under owner copyright, so the participants have to have the owner permission to use it. Design2Leran and Angel as a property of Blackboard Inc. are the most popular LMSs in this category.

Learning Management Systems are perhaps the primary tools available to e-learning instructions. The common category which is used by learners is Moodle. Moodle which is stand for Modular Object-Orientation Dynamic Learning environment is known as one of LMS from Open Source Learning Management System which means participants can access it freely without permission of the owner because it has public license and no licensing cost attached [14].

Some researchers suggest using Moodle in the teaching and learning process as it requires a cultural contructionist approach to eductaion, stressing that learners should relate alternating approaches to educational experiencies. The features in this LMS reflect the approach in various purpose characteristic (making it possible for students to post comment on journals of other students or discussing a topic on online discussion board. This LMS has great potential to confirm a statement of social construction view. It is known as a powerful teaching aid to traditional classroom instructions.

According to [15], there are some advantages of using e-learning Moodle for language teaching such as learning becomes more interesting and attractive, supporting students and increasing their common consciousness, boosting students to work individually so that every students can work in different assignments using integrated learning environment; otherwise speaking, it points out the variation and it allows students based on their own pace. Furthermore, advanced learners can do more works rather than the novice ones. They can arrange their own schedules to finish the assignments using their own preferences.

Other advantages are increasing students' language by practicing listening, speaking, reading, and writing through e-learning resources and assessments, increasing student's skills, attitudes, and attributes which bring advantages for them and others for a long time. It can help students which have varied learning styles by letting them choosing a variaty of assessments and materials provided. It also gives the benefit for students who less active a chance to interact through online forums and chats which improve

their communication ability. Then, it increases students time in studying English over the week which also increase their overall language proficiency.

d. E-learning in Language Teaching

The concept of e-learning comes from the development of distance learning system. The distance learning system itself does not only mean internet-based education; however the use of e-learning makes it has to be included into internet-based information. To support it, some developers use Learning Management System.

According to [16] e-learning is the digital media tehnologies used to improve learning quality by facilitating immediate access to facilities and servies, as well as distant interchange and cooperation. E-learning indicates to the use of information and technologies to obtain learning or teaching internet resources. E-learning also defines into a learning resources which is enabled electronically. It is used by institution to enhance teaching and learning and motivate students' self-learning.

In supporting language teaching, e-learning provides features which are also carried from Learning Management System, the system support of e-learning platform. Hence, the features for e-learning activities are quite the same with the features from LMS. Moreover, to support language learning, e-learning provides resources such as book modules where lecturer can create multiple pages with multimedia files, file for presentation which lecturer can share to students, folder contains multiple file modules to reduce scrolling on the course page, IMS content package as collection of file with option to display it as a pop-up window usually used for multimedia content and animation also can be uploaded as zip file, label module which allows script and multimedia to be integrated through links to other resources and activities in the course page, page which enables lecturer to create course using text editor and allows them to insert text, image, sound, video, web links and embedded code, and URL modules which enable lecturer to insert web link from available online resource [15].

E-learning in language learning especially in higher education brings a new development of opportunities by increasing flexibility of time and place of study. Even though it has big potential to change learning environment, the development of this kind of learning will be different in every countries especially the developed countries where EFL learners where the obstacles of learning language have already there for them. To reach the autonomous learning, where learner has the power to control their own learning activities, the transition has to be done to guaranty the quality of the learning.

[17] set out the example of proposed gradual transition for using e-learning in language learning in HE Institutions in LDCs. There are four phase of transition model from Suhai and Mugisa in order to enter into e-learning. First phase is face to face class room learning. This is also known as traditional language learning in the classroom where lecturer and student interact directly. After traditional classroom phase, there is blended learning. Blended learning can be described as a combination of face to face and remote delivery method; in other word, a mixture of various training styles.

The next phase after blended learning is online learning or e-learning. As mentioned above, e-learning is an online learning experience which supports student with facilities and services. E-learning can be both synchronous and asynchronous learning for lecturer and student. Then, the last phase is mobile learning or M-learning. This kind of learning is actually learning via mobile device such as mobile phone, PDAs, handhelds, wereable devices, and laptop. In educational institutions this method is used to coordinate learning. Several countries, however, do not have adequate infrastructure to accommodate this program.

Besides of gradual transition of implementing e-learning in higher education, the strategies and models in using e-learning also have to be considered. One of the example of strategies and models for implementing e-learning are stated by [18] in Nigeria. There are two models which they stated to be used: instructive and constructive models.

Another model which is mentioned by [19] ADDIE is proposed to be used as a model in implementing e-learning. This model contains five aspects, there are analysis, design, development, implementation, and assessment. In the analysis stage, the analysis of the project has to be done to decide what should be

included in the system such as main objective information, people who involve, the requirement for the participant, and the training which can be hold for the new requirements etc.

In design stage, the MIS people start designing the system based on the requirement, content, and information or material which should be added in Moodle or e-learning system. The system must be user friendly and ease to use. The interface of the system becomes the most important part.

Then in developing stage, the e-learning is produced, the content which is included in the system can vary considerably depending on the available sources such as multimedia, pdf, and document. It also will be possible to include some audio and video files, assignment and test file, or any other file which can be downloaded and uploaded by the students.

In implementation stage, the system is finally installed on the institution server and made accessible for all the users. This stage also includes managing and facilitating student's activities. The last one is evaluation stage. In this stage, the MIS people unsure that everything is going well or the user finds the difficulty to use the system and repairing it as well. This model has step by step of implementing e-learning in classroom.

Implementing e-learning for learning language not only depends on the models or strategies being used, but also the readiness of the students themselves in using it. Hence, they also have to give a skills of technology. Giving both students and lecturers skills also can support the use of the e-learning itself. Also, the implementing of e-learning will be successes because of the designers and professional development staff who work behind an e-learning have done better in every stages.

Moreover, students also can learn through e-learning itself which involves using ICT. It could be when students do their lesson, finish their assignments or test, or when they discuss with their classmates. In setting up and securing that all specifications are intended for valuable and relevant learning, it has to be an initial investment form institution and lecturer.

Turns out, people realize that how fast they master the skill of ICT from using e-learning. They realize how easy learning is and how enjoy learning can be. E-learning is an important in learning language where they increase the standard, improving quality, promoting access, removing obstacles and facilitating learning, preparing students for a future work, hence they become skilled workers.

4. Conclusion

This article mentions how Learning Management System become one of the system which can support e-learning. This system actually can carry features which provide students with facilities and services in learning language. This system also has been looking by higher education which has been challenged to use distant learning process in their learning environment. LMS has several aspects that support distance learning, including course management, grading, monitoring students' improvement, grade book and communication, safety, and students' access. LMS continues to expand, and future iterations will probably provide tools and features that encourage more tailor-made content for diverse students, boost social interactions among online learners, and provide institutional decision-makers with more accurate and appropriate insights.

In the future, LMS will always grow and become better in new application and advancement. The new e-learning content also will increasing in term of facilities and services. Another strategies and models also can be used to implement e-learning in the language learning. Then, the obstacles which students in developed countries can be solved, so they also can use e-learning in maximum used.

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