2. Review of the Literature

2.1 English Learning in Taiwan

Because of globalization, English has become one of the most widely-spoken languages in the world today for most international transactions and communication. English learning is thus regarded as a “national obsession” in Taiwan and is emphasized at every stage of education. In 2001, for example, English became a required course and was officially implemented in the fifth grade of the elementary schools nationwide; in fact, at that time, up to 90% of the elementary schools proceeded with English teaching earlier than that. Then again, when the Ministry of Education in Taiwan integrated English curricula of elementary school into that of junior high school as a whole called the Nine-year Integrated Curriculum of English, English language learning was still underlined (Ministry of Education, 2008). Many colleges and universities also set up new rules to advance their students’ English competence. National Taiwan University, for example, announced that the enrolling students since 2003, before graduation, must pass the General English Proficiency Test (GEPT) at the high-intermediate level (IELTS 5.5 or equivalent). Other universities and colleges have followed the trend as well ever since.

English learning sounds prospective and encouraging. However, how teachers should teach and what students should learn to get connected with the rest of the world becomes a subsequent issue. Previous research studies (Canale & Swain, 1980; Halliday, 1976; Hymes, 1972) have shown that to communicate with people in the target language and to accomplish purposes effectively, learners need to have competence beyond the grammatical level, that is, communicative competence. With the powerful influence of Britain and the United States, the approach to cultivate learners’ communicative competence is especially given more and more weight in search of academic and vocational success. Therefore, the communicative language teaching (CLT) approach has been adopted in the field of English Teaching as a Second and Foreign Language (ESL/EFL). It even has become a leading approach in the ESL/EFL profession for more than a quarter of a century (Brown, 1994; Yoon, 2004). Correspondingly, most educators and scholars in Taiwan believe that the ultimate objective of English learning is to foster students’ communicative competence and help them to survive inside and outside the classroom~~s~~. Thus, it stands to reason that the goal of using communicative approach is to develop Hymes’ communicative competence, a guideline implied in the VH students’ textbooks in Taiwan.

In recent years, the Ministry of Education in Taiwan has clearly stated that the objectives of English education in Taiwan highlight the competence of communication to refine students' four language skills (i.e. reading, listening, speaking, and writing) and help them make use of these skills in daily life (Chern, 2003). However, the approach later receives fundamental criticism worldwide. For example, CLT puts great emphasis on helping learners use the target language in a variety of contexts, so most people believe that its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation. More and more people believe that fluency is more important than accuracy and see that errors are the natural outcome of the development of communication skills. In some respects, such a theory seems to be acceptable. However, too much focus on communicative fluency rather than accuracy leads to a misconception that grammar instruction and error-correction should be excluded (Liao, 2000; Rao, 1996). Therefore, the CLT approach, without exception, is elusive and challenged in Taiwan not only because of misconception of CLT, but of restricted resources and cultural limitations (Chou, 2006).

First of all, not a few parents and teachers believe that paper-and-pencil tests that stress accuracy rather than fluency still play an important role of selecting and promoting students. Ignoring the education reform movement somehow, they follow what the textbooks prescribe, impose the lexical and grammatical items on learners, and make use of students' rote memorizing skills. In the long run, learners do not know how to say what they want to say, but they probably can tell what the textbook tells. They sound like a machine, not a human. Likewise, learners believe that it is the teacher's job to provide suitable themes and language materials to work with in class. CLT activities may become contriving, compelling, and lacking in "real reality."

Second, a typical claim of CLT is its being learner-centred, but it is not easily applicable in Taiwan. The large class size with mixed levels of students (around 40 or even more) easily hinders the effect of communicative language teaching. Unless teachers are well-prepared with strict precaution and the classroom is well-organized and well-run, the situation will quickly turn to chaos. In this respect, teachers at school would rather rely on lecture instruction than use the communicative approach (McKeachie, 1980). After all, neither can language teachers well handle a large class size with mixed levels of students, nor they have enough time designing their own materials and communicative activities because of a large workload such as teaching, researching, doing administrative chores, counseling, and supervision for supervising students in fulfilling their schoolwork. Without communicative activities and materials, it appears impossible for learners to nurture their communicative competence.

Third, curricula and time is another issue. It is not easy to find balance between the limited class time and the intensive curricula because students have pile of subjects to cover. They have only few hours for English class per week. Therefore, “rote learning” seems to be the main or even only strategy adopted by many VH students again. It is commonly heard in class, “Class, I have taught you this part, now go back to memorize it and we will have a test next time.” Although rote learning has its effect, it is not enough because it activates only part of the brain’s potential.

Apart from the limitation of the education system, cultural heritage also contributes to the difficulty of applying CLT to most of the schools. The nature of Asians usually leads learners in Taiwan to hold a more passive attitude toward class participation (Chou, 2006). Students in Taiwan have been nurtured in authority-centered ways of teaching, which not only deprives students of the chances for learning to be systematic, independent and critical, but also make~~s~~ teaching appear more like “teachers talk and the students listen” (Smith, 2003). Even if students feel relaxed in the classroom, they still keep quiet and rarely have responses and interaction. However, the passive classroom attitude easily hinders learners from learning the target language (Zhang, 1995; Linnell, 2001).

As aforementioned, it is understandable why most teachers in Taiwan feel frustrated with the CLT approach and quickly turn to the traditional grammar translation method. Unfortunately, the traditional grammar translation method does not make learners progress in their studies nor in their communicative competence. A striking caption from China Post on July 20, 2007—Unbelievable but true: poor English test results—indicated that on average the English score of the Joint College Entrance Exam (JCEE) in 2007 was the lowest among all the subjects; around 5 percent of the students got zero points in composition and 18.2 percent of them had zero points translation. In 2008, 26.12% of the examinees had zero points as well. Last year, Taiwan ranked the tenth counted backwards in thirty countries of Asia in TOEFL. In addition to low test scores, our students are still struggling on real-time communication (Gass & Selinker, 1994; Ng & Tang, 1997). It shows that the traditional Grammar Translation method cannot help students advance their English proficiency. What’s worse, it cannot help students to establish their communicative competence that the CLT approach suggests.

The approach of CLT just needs to be adjusted, or it needs some supplementary measures taken according to the different cultures and situations (Yoon, 2004). Learning language is like driving. If learners have learned or even mastered everything about driving such as traffic rules and driving skills except for driving out on the road, they may lose their confidence and fail in driving when they are given an opportunity to drive. For sure, they would never know what driving is actually like. In short, we teachers in Taiwan need to create opportunities for our students to experience because for people with little or no driving experience accidents would easily follow.

To solve the dilemma of the discrepancy between theory and practice becomes the top priority especially when educators advocate the approach of CLT but language teachers do not change the learning environment. The researcher believes that CLT is a significant way to build up students' communicative competence and increase their learning effect. As Nunan (1988) mentioned, the CLT approach has its strength and weakness. The strength is its focuses on language activities, which require learners to do in class what they will do in the real world, whereas the weakness refers to the fact that communicative activities incorporated into language learning is more time-consuming. Communicative practice through computer-mediated communication (CMC) may be one of the solutions to extend learners' communicative opportunities far beyond their classroom, independent of time and geographical constraints.

2.2 Online Discussion, Computer-mediated communication (CMC)

Advances in computer technologies have had a major impact on the quality of life. They also have powered paradigmatic shifts in education. According to Reynolds (1999), computer technologies can be hailed as the most likely innovation to effect change in schools because they can be used to access information from world-wide sources, create simulations with three dimensional effects, manipulate graphic animations and sound, exchange messages with others, etc. In a sense, computer technologies can be regarded as a teacher-centered source of information and as a student-centered medium of language instruction.

One of the computer technologies is computer-mediated communication (CMC). It has been around since the first recorded exchange of prototype emails in the early 1960s. In fact, it did not interest people until personal computers were prevalently used in the mid-1990s (Thurlow, Lengel, & Tomic, 2004). The milestones, according to Herring (1996), are the experimental work done by a group of social psychologists (Murray, 1991; Rice, 1984). They believed that CMC is a typical electronic interaction and communication technology so that they attempted to compare CMC with face-to-face behavior and communication in organizational and business settings. Then, they tested it such as writing in specialist classrooms. The results were significant—CMC benefited language teaching and learning. CMC has a number of advantages such as liberating instruction from the constraints of time and distance, promoting learners to take more responsibility for their own learning, and motivating learners to write for a real audience, etc. The positive results hence have attracted educators to apply the interdisciplinary CMC to teaching and learning (Collins & Berge, 1996).

In fact, text-based CMC, without face-to-face contact, urges learners to impart their meaning by writing and understand their interlocutors by reading. In this respect, text-based CMC might provide learners with a greater level of morphosyntactic complexity (i.e. input and output of linguistic items), so learners can have more opportunities to notice linguistic structures than they do in oral conversation. Immersed in a great deal of reading and writing, learners can have better chances to achieve qualified linguistic competence and have accurate productions in writing. Therefore, communicative practice through CMC may benefit students' writing ability. It can be an alternative for language teachers who do not have many opportunities conducting communicative practice in their classrooms and who are required to focus on linguistic perspectives.

Though researchers agree that CMC can be studied from different perspectives and the definitions of CMC are various, they often share certain aspects. Computer-mediated communications can be generally defined as "human communication" through the instrumentality of computers (Herring, 1996; Higgins, 1998). It can refer to any form of data exchange across two or more networked computers or it can include only those communications that occur via computer-mediated formats, such as instant messages, e-mails, chat rooms, text messaging, and the like, between two or more individuals. No matter how CMC is defined, technology is not the main issue (Collins & Berge, 1996). Rather than technology, the CMC practice emphasizes the relationship among participants and between participant and environment. CMC helps sustain social interaction among participants in educational and professional environments as well as in informal settings (Carlén, 2002). That is why Fuchs (2004) emphasizes that CMC can include institutional, technical, socio-cultural, and linguistic perspectives on language processing. That is why a typology of CMC is constructed on the presupposed type of network employed during the execution of the communicative act (Bretag, 2006).

Online discussion, one of the CMC forms, is a kind of text-based interactions between and among teachers, students, contents, and interface (Berge, 1995). Students via online discussion activities can clarify their ideas and respond to others using the target language. As such, online discussion is regarded as an activity that maximizes students' constructive thinking and further develops their knowledge. Meanwhile, because of its written comments and responses, it can develop students' writing skill (Bratitsis, & Kandroudi, 2010).

Online discussion can bring a great learning effect to students on their communicative competence without limitation of time and place (Nazari, 2007). Not a few studies have evidenced that the process of online discussion contains participants' negotiation not only in thoughts and ideas but also language output, that is, writing (Chapelle, 2001, 2004, 2005).

Overall, on the basis of the previous studies (Chang, 2007, 2008; Chang & Hsu, 2008, 2010; Chang & Huang, 2009; Chao & Huang, 2007; Huang & Chang, 2009; Morris, 2005), we assume that communicative practice via online discussion can have a significant effect on language learning especially in writing. We hope to arouse language teachers' awareness of the fact that information computer technology is so extensive that it can be utilized in any curricula, course structure, or content. This may provide the insight into online teaching and learning as Salmon (2000) emphasized.

2.3 The Effects of Scafolding

Online discussion requires involvement from all members' collaboration and social interaction, so when it comes to online discussion, it is necessary to concern the theory of social constructivism and the instructional method of collaborative learning. Pioneered by Vygotsky (1978), a Russian psychologist, social constructivism indicates that learning is not a passive shaping of behaviors, but a process of meaning construction in an active and continuous manner in a social context. The context is where a learner can achieve alone and can accomplish his or her own zone of proximal development (ZPD) with the help of a more capable peer or other. According to Vygotsky (1978), the leaner's language performance actually exceeds what the learner is capable of doing with the language alone, so the ZPD constitutes the distance between the learner's individual competence and the capacity to perform with assistance. Accordingly, the learner's linguistic performance can be cultivated and determined by problem-solving under the teacher's guidance or in collaboration with more capable peers or adults.

Maturing in the ZPD, the learner usually has to go through three stages. First, the learner is provided assistance by teachers, adults or peers. At this stage, the learner may have limited understanding of other's discourse, so he or she relies on more capable individuals to assist him or her to perform the language. The assistance can be a wide variety of forms, such as interlocutors' gestures, questions, encouragement, direct teaching, interactions, or simplified form of the target language (Tharp & Gallimore 1988). At the second stage, the learner can seek his or her own assistance actively. Instead of depending on too much assistance, the learner goes through a process of self instruction. The learner will ask himself or herself what to say in specific circumstances, question his or her own knowledge of the target language, and monitor his or her own performance. The third stage is that learners are quite fluent in using the target language because their performance seems very automatic. They can communicate in target language fluently and smoothly. Self-regulation or monitoring process disappears and their competence seems to have fully developed (Tharp & Gallimore, 1988)

Apart from Vygotsky's ZPD theories, constructivist principles point out that learners are expected to function as collaborative participants in their learning experiences (Tam, 2000). Collaborative learning fosters a higher level of performance in learners. This is the true benefit of collaborative learning. Collaborative learning is in fact a situation where a pair or a group of students with different language proficiency levels work together to learn something or to achieve an academic goal (Gokhale, 1995). In collaborative learning, with back and forth processing, promotive contact, interpersonal skills, and mutual interdependence, students realize that they need to take responsibility not only for their own accomplishment but also for the success of the others who work with them even if collaborative learning puts more stress on the process, rather than the product. Through a process of interaction, students scaffold each other and gradually further their knowledge (Foster & Ohta, 2005).

Online discussion is a potential solution to the development of communicative competence because of its popularity and communicative features (Chapelle, 2001, 2004, 2005; Herring, 1996). As reported by the Institute for Information Industry in 2006, the rate of using networked computers had sharply increased in Taiwan (FIND, 2007). By the end of July, 2011, 82.5% of the households in Taiwan had networked computers and 72% of the population have access to the Internet (FIND, 2012). This advantage makes it possible to do communicative practice online. Via online discussion, learners have a wide range of interactional activities, sense making tasks, and meaning negotiation activities with their classmates, friends, teachers and others. As a consequence, the combination of the communicative interface and participants whose members include teachers and advanced learners or adults is believed to accomplish Vygotsky's theories, ZPD.

2.4 Models of Interactional Discourse Analysis

Online discussion via Moodle in the current studies is an asynchronous text-based form of communication; the value of such communication has to come from the necessity of exactness, explication of knowledge elements, and consecutive reorganization of thoughts. To comprehend the value, researchers at the early stage attempted to develop many coding schemes to analyze transcripts of online discussion groups, such as users' self-reports and descriptive statistics of members of postings, posting rates, and participation rates. However, these methods used hardly provided a clear picture of how learners processed their thoughts in negotiation, how they constructed their understanding and knowledge, and even what patterns of interaction they presented. The content analysis method therefore emerged and was adopted as a multidimensional technique to examine the quality of transcripts of group online discussion and account for the different aspects of online interactions. Several of the content analysis models were highly praised for having reached true realism.

As a latent function, an individual's interaction and construction of knowledge must be inferred~~,~~ by analyzing the "traces" found in transcripts. Henri's model (1992), for example, offered an interactivity framework to analyze the nature of interaction among participants. Henri (1992) divided interaction messages into three categories: explicit interaction meaning one's response to a question posed or his or her comments on a message, implicit interaction referred to one's response to or comment on a prior message, and independent statements were messages that contained new ideas. Taking up and expanding Henri's model, Newman, Webb and Cochrane (1995) proposed another model, using approximately 40 codes in categories (such as relevance, justification, novelty, and ambiguities) as indicators to measure participants' critical thinking. Though Henri's model could help observe the relationship of communication among participants, and Newman, Webb, and Cochrance focused on critical thinking, they both offered little insight about knowledge construction or a learning effect.

Gunawardena, Lowe and Anderson (1995), on the other hand, designed the Interaction Analysis Model (IAM) to scrutinize participants' knowledge construction during online learning. This model theorized that knowledge construction has to progress through five phases (Table 1). The IAM, viewing interaction as a vehicle for the co-construction of knowledge, focuses on patterns of knowledge construction within a group. Researchers (Marra, Moore, & Klimczak, 2004) have used the IAM, claiming that that the IAM is more holistic to view participants' discussion flow and knowledge construction.

Table 1

Interaction Analysis Model

Phase 1:	Sharing and comparing of information: statement of observation or opinion; statement of agreement between participants.
Phase 2:	Discovery and exploration of dissonance or inconsistency among participants: identifying areas of disagreement, asking and answering questions to clarify disagreement.
Phase 3:	Negotiation of meaning or knowledge co-construction: negotiation meaning of terms and negotiation of the relative weight to be used for various arguments.
Phase 4:	Testing and modification: testing the proposed new knowledge against existing cognitive schema, personal experience or other sources.
Phase 5:	Phrasing of agreement and applications of newly constructed meaning: summarizing agreement and metacognitive statements that show new knowledge construction.

2.5 The UTAUT Model

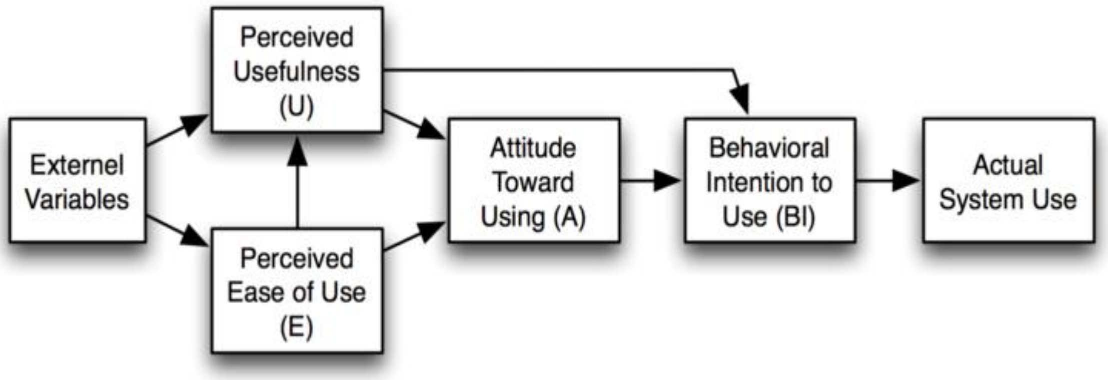
As information and communication technologies (ICTs) have been widely used all over the world, theories such as the Technology Acceptance Model (TAM) were proposed to examine human beliefs and attitudes and further explain the adoption behavior of information technologies in organizations (Szajna, 1996). Davis (1989), who developed TAM (Figure 1), claimed that this model was developed based on Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975, p.6) in psychology research. It follows the fundamental concept of TRA that individual behavior is driven by an individual's behavioral intention, influenced by his or her attitude toward act or behavior and subjective norm as well. Behavior is the outcome of both attitudes and beliefs. Davis (1989) claims that "perceived usefulness" and "perceived ease-of-use" are two major factors that influence an individual's attitude toward information technologies adoption and determine the success of the new technology application

(Davis, Bagozzi, Warshaw, 1989). Although attitude was found not to fully mediate "perceived ease of use" and "perceived usefulness" in the studies of Davis et al. (1989) and Davis & Venkatesh (1996), it is still influential in one's behavioral intention.

According to Davis (1989), "perceived usefulness" means "the degree to which person believes that using a particular system would enhance his or her job performance" (Davis, 1989, p.320); "perceived ease-of-use" suggests the degree to which a user believes that using a particular system would be effortless (Davis, 1989, p.320). In other words, if learners are familiar with the functions of Moodle and also have a strong belief that the technology, Moodle, can benefit their academic performance, they would have positive attitude and behavioral intention to use Moodle. In addition, Davis (1989) illustrates that there are other factors indirectly influencing one's behavioral intention. These factors are termed external variables, including system design features, personal characteristics, training, and the like.

Yoon and Kim (2007) provided many scenarios to illustrate the importance of "perceived convenience" in the use of a new technological tool. Therefore, we assume that TAM is a good model to examine learners' acceptance of Moodle when there is non-teacher involvement. However, students must perceive Moodle is convenient so that they are willing to use it (Yoon & Kim, 2007). Therefore, "perceived usefulness" and "perceived ease-of-use," "attitude," and "students' perceived convenience" will lump together to predict their behavioral intention to the use of Moodle. Figure 1 presents the original version of TAM (Davis, 1989, p. 1).

Figure 1 The Technology Acceptance Model (TAM)



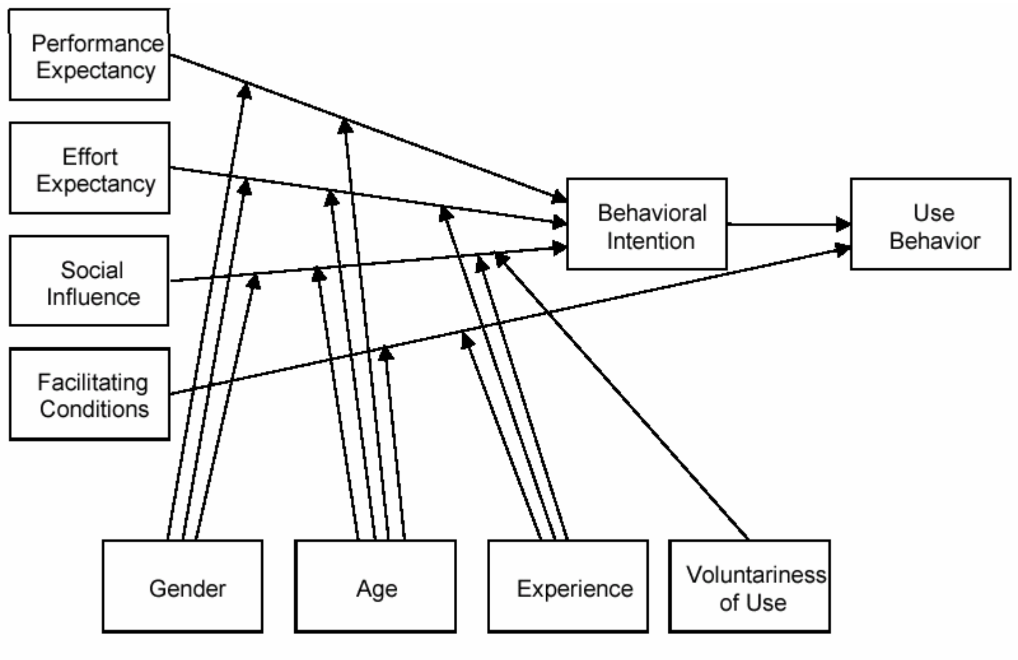
TAM, after all, was created to examine the adoption of Information Technology

(IT) or Intermediate System (IS) itself. Therefore, concerning more factors in an academic setting, Venkatesh, Morris, Davis, and Davis (2003) developed the Unified Theory of Acceptance and Use of Technology (UTAUT) model based on TAM (Figure 2). According to Venkatesh et al. (2003), the purpose of UTAUT model is to offer the supervisor to weigh the introduction of new technology, predict the user's intention of information technology acceptance, and explain his or her behavior. Moreover, the UTAUT model can account for 70% of the variance in usage intention, better than any of TAM studies alone (Marchewka, Liu, & Kostiwa, 2007). Nevertheless, the boundary conditions proposed in the UTAUT model may affect relationships within the UTAUT model and interfere with one another (Venkatesh et al., 2003). For example, in Wu and Chen's (2006) and Chang and Chu's (2011) studies, the construct of facilitating conditions is not significant. As a result, identifying the boundary conditions becomes highly important because variables are easily subjected to manipulation when the supervisor tries to enhance the effectiveness of technology implementation. Therefore, if the boundary conditions are controlled by the supervisor such as the teacher, the UTAUT model can be more suitable.

In the UTAUT model, four key constructs are used to predict an individual's behavioral intention of using the technological tool. They are performance expectancy, effort expectancy, social influence, and facilitating conditions. Performance expectancy refers to the degree to which an individual believes that using the technological tool will benefit him or her in job performance. It is how an individual feels about the usefulness of the technological tool. Effort expectancy is the degree of the ease-of-use of the tool. Social influence indicates how an individual perceives the important members such as teachers, classmates, and friends to believe he or she should use the new technology. The fourth construct is facilitating conditions, which mean~~s~~ how an individual believes an organizational and technical infrastructure can support him or her in the use of the technological tool.

The UTAUT model theorizes that an individual's behavioral intention to use a novice technology is determined by performance expectancy, effort expectancy, social influence, and facilitating conditions (Venkatesh et al, 2003, p. 447). According to Venkatesh et al. (2003), the higher the values of the four constructs are, the higher the value of behavioral intention to use the technology will be. Then, students' technology acceptance will be greater. However, in Wu and Chen's (2006) and Chang and Chu's (2011), the construct of facilitating conditions is not a significant factor for EFL college students in Taiwan when these students were investigated on their attitude toward and behavior of the blog use. A probable explanation is that the widespread use of networked computers has familiarized students in Taiwan with blogs. But what about Moodle and what about online discussion via Moodle? It may not be new for college students, but it definitely is novel for vocational high school students in Taiwan. For that reason, these studies will employ the UTAUT model to understand students' behavior and intention to the online discussion tasks.

Figure 2 The UTAUT Model

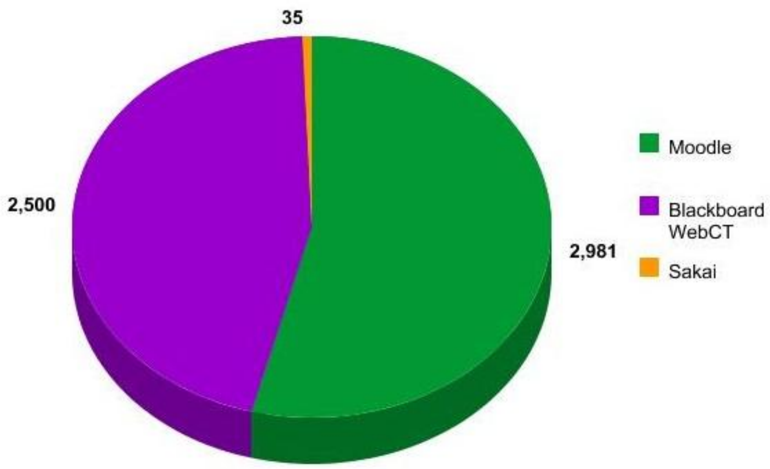


2.6 Learning Management System: Moodle

Learning Management System (LMS) or Course Management System (CMS), such as Moodle, Blackboard, and WebCT, offers numerous software applications for the documenting, tracking, uploading and downloading, and reporting ~~of~~ online events. It is widely used in higher education because of its ease of use, ready availability, individual affordances, and network. According to Ellis (2009), either LMS or CMS contains several functions such as automated administration, self-guided services, rapid assembly and delivery of learning content, a scalable web-based platform, as well as portability and standard support. These functions range from advanced systems for managing training and educational requirements to tiny software for distributing collaborative online tasks over the Internet. Therefore, through LMS or CMS, organizations deliver online training courses and automatically record their employee learning. Similarly, universities and colleges use it to deliver online courses and carry out their blended learning.

There are many types of LMS or CMS available. We chose Moodle, instead of other types of LMS or CMS such as Blackboard and WebCT, for two reasons. For one thing, free of charge, Moodle contains important functions that other LMSs or CMSs have. For example, Blackboard 5 Level One (Course Manager) approximately costs 5,000 USD per server a year; Blackboard 5 Level Two (Course under Portal Manager) is about 25,000 USD per server. For another, more and more volunteers around the world offer manuals and online courses to help users manage Moodle (http://moodle.org/). In fact, what follows is a striking figure which indicates that Moodle accounts for the lion's share in the LMS market in higher education (Rosan, 2011) (Figure 3).

Figure 3 LMS Market Share in Higher Education



Moodle (abbreviation for Modular Object-Oriented Dynamic Learning Environment) is a software package for producing Internet-based courses (Figures 4 and 5). It is a well-known CMS that helps teachers to create and store their dynamic, effective online learning materials. It is also known as a free LMS for students to manage their learning. Closely looking at Moodle, we found that similar to other types of CMS and LMS, Moodle offers advanced and user-friendly functions for encouraging the collaborative work of students and teachers (Table 2). It facilitates and enhances the proven teaching principles that the traditional classroom has. Moreover, Moodle allows hundreds of students to engage in, no matter who they are or where they are. Many institutions use it as their platform to conduct fully online courses and plan to replace Blackboard or WebCT with it. Moodle provides students with in-depth, rich interactive experiences. Moodle has revolutionized the learning process. Because of its easiness and economy, Moodle affirms the value of a collaborative community and has become very popular among educators around the world nowadays.

Figure 4 Courses in Moodle, LMS/CMS

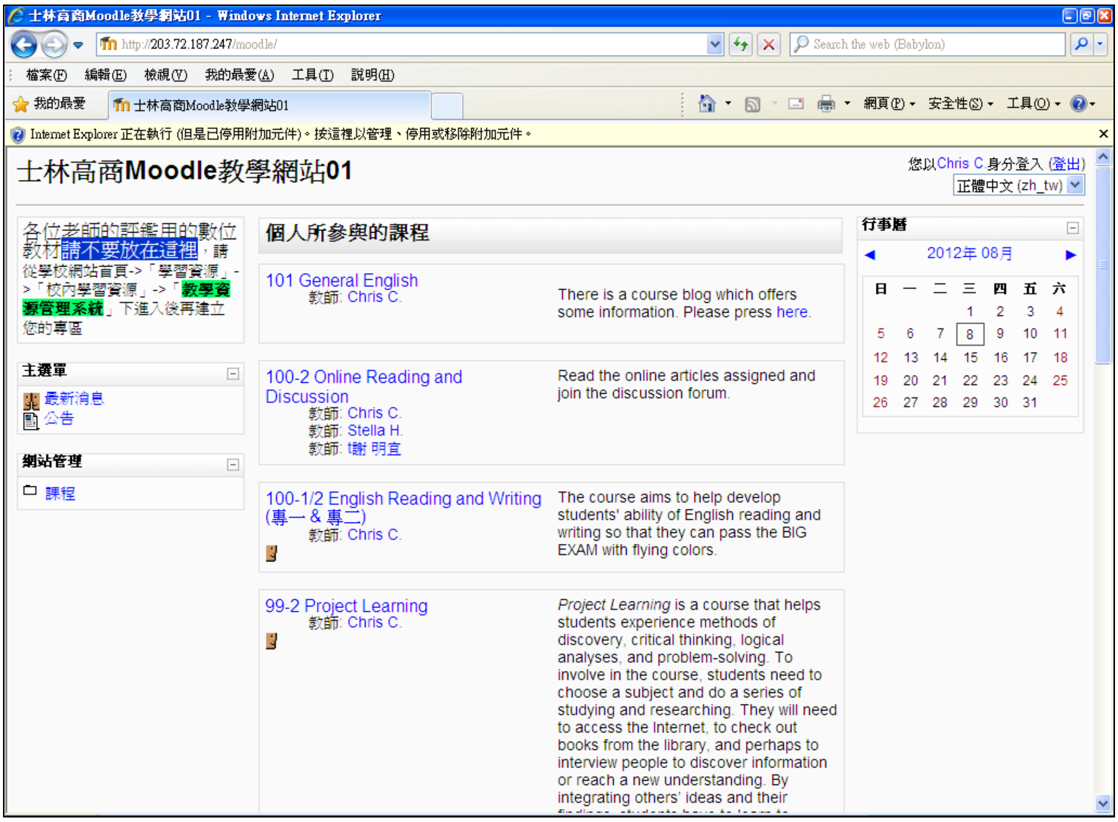


Figure 5 Course Management in Moodle

Table 2

A Closer Look at Moodle

Moodle	
1 User management	2.6 Quiz
1.1 Overview	2.7 Grade Book
1.2 Enrolment	2.8 Resource
1.3 Roles	2.9 Survey Module
2 Course management	2.10 Wiki Module
2.1 Overview (Lesson plan)	3. Course backup, export/archive course, and import package
2.2 Course reports (announcement)	
2.3 Assignment	4. Who's online
2.4 Chat	5. User Contact
2.5 Forum	6. Support

Moodle indeed has many features and advantages. We have used it to run collaborative courses between vocational high school and college students. For example, we put all the teaching/learning materials there, so teachers can retain and transmit all the documents to another semester or academic year when they need. Likewise, students can download and upload what they need anywhere anytime. Through Moodle, either teachers or students can have a clear picture of the course.