**Emergent Technologies:**

**On Moodle-Based E-Learning and Its Implications for L2 Idiom Acquisition**

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**Abstract**

From all technological breakthroughs of the 21st century, Modular Object-Oriented Dynamic Learning Environment (MOODLE) as an advanced, highly flexible course management system (CMS) has marked a major milestone in pedagogy by allowing practitioners with little or no computer savvy at all to design and implement online courses aiming to foster learners’ motivation, autonomy, and collaboration, thereby making learning extend outside the classroom. Moodle-based e-learning courses come with a user-friendly interface and lots of gadgets that would rid the developers or teachers as designers of going through the hassle of disseminating and sharing the learning materials, managing students’ activities, as well as tracking their progress throughout the course of instruction. The glossary module, for example, would allow the practitioner and learners alike to add the definitions of key terms or whatever terminologies they encounter here and there as a glossary to the content of the course. The wiki module, likewise, would allow for the expansion of the content by empowering learners to share their own wikis, representing their distinct impression, personal judgment, or ideological viewpoint on the theme of the reading texts, with their peers, thus engaging in joint, in-depth understanding of the content. However, despite the affordances offered by Moodle to practitioners, very few have shown interest or developed expertise in the development and use of Moolde-based courses in education, in general, and in language pedagogy, in particular. The present article reports on the results of an experiment that sought to examine the contributions, if any, of a Moodle-based course on English idioms to the learning of L2 idioms by Iranian EFL learners. The overriding aim of the study was to ascertain whether and how the learning management system would encourage the learners to collaboratively engage in joint learning of the idioms by sharing their wiki pages containing information about the etymology or history of origin for individual idioms; adding and sharing their glossaries presenting a definition or equivalent for the idiomatic expressions taught through the unit; using mind maps to create and share their contrived stories with other peers; and grading theirs and their peers’ productions by the help of the feedback they gave and received using the workshop module. The participants’ performance scores on measures of L2 idioms were then compared prior to and after the administration of the treatment for the researcher to gauge their progress, if any, over the course of the study.

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