Advanced Media English – A Modern PrOCALL Course

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Abstract

Advanced Media English was an elective course at a Japanese university's EFL program whose learning goals were to cultivate L2 digital literacies through several media-based projects. Students in the course combined a variety of media and Web 2.0 technologies in order to develop their competence and confidence in the contemporary social media environment. The course is a modern version of Barson's (1991) course in which students produced French newspapers while using the target language. Based on the PrOCALL framework developed by Debski (2001), it was hoped that requiring students to complete media projects in an L2 might expand their breadth of literacy as well as provide an opportunity to collaborate in English. Data collected for two years from 128 students describe student perceptions of the course. The data provide perspectives on Japanese university students' evaluation of their own digital literacy and suggest that multimedia projects can create a halo-effect that may transfer new skills to other domains.

Keywords: digital literacies, project based learning, web 2.0, SNS, computer assisted language learning, multimodal communicative competence

Introduction

A common stereotype of Japan involves a wider adoption of advanced technology from the living room to the classroom. Indeed, Lockley and Hayashi (2012) reported on the inclusion of modern equipment at Japanese universities and yet a disparity in the students' ability to use computing hardware and software particularly for language learning. Castellano (2013) reported on the initial design of an elective course Advanced Media English (AME) meant to address Japanese students' digital illiteracy. AME combined a variety of media and Web 2.0 technologies so that students could become digitally literate participants and content producers in the modern social media environment. Furthermore, it was hoped to expand students' text-based literacies and into a multimodal one. The course was guided by project-oriented computer-assisted language learning (PrOCALL) principles. The present paper describes course evaluations collected over two years from 128 students. The research aimed to measure the students' development of several digital literacies and other outcomes from this experimental course.

Literature Review

Meurant (2009) defines L2 Digital Literacy as the "…ability, confidence and readiness of non-native learners of English to use English as a Second or Foreign Language to access, navigate, comprehend and contribute meaningfully to English language online resources" (p. 369). For the purposes of this study, Meurant's definition will be expanded to include the production of media content for online services. Many of these online resources exist in the present state of the Internet, Web 2.0. Web 2.0 describes Internet sites that are user-generated,

media rich, and community building. Mastering digital literacies requires skillful navigation of the Web 2.0 environment.

Pegrum (2009) hailed the potential of Web 2.0 for language learning. He states that using these web-based tools not only has the potential to make the classroom more interactive and engaging, but also can equip students with digital literacies necessary for the global information-based economy. Moreover, in using Web 2.0 there is a need for teachers to guide their students, evaluate tools, and become flexible and "comfortable with linguistic and media mashups and actively foster the code-switching and shuttling skills demanded by the untidy realities of globalization, on-and offline" (p. 34). Tasks incorporating Web 2.0 would satisfy Chapelle's (2001) suggestion for authentic tasks relevant to learners outside of the classroom. Most importantly, Web 2.0 gives many opportunities for students to develop multimodal competence as called for by Royce (2007).

Classroom studies have reported on specific Web 2.0 tools from podcasting to YouTube videos for a targeted task in an L2 course. Such tasks typically lasted one class or project cycle. O'Brien and Hegelheimer (2007) reported on using podcasts to extend teaching time outside of the classroom by having students listen to audio recordings for homework, showing an early example of a flipped classroom. Alm (2006) demonstrated a comprehensive example of interweaving many Web 2.0 tools in a lesson unit on German soap operas. The unit combined online videos, blogs, and wikis for students to develop their own soap operas. The final end product resulted from ample negotiation between the teacher and students and the students themselves. Most importantly, native German speakers had chances to comment on the final product. It would have been useful to glean measurable language acquisition outcomes beyond the unit description.

Because the instructor wanted to focus not simply on developing technological skills, but rather developing digital literacies for L2 communicative purposes, and because many tools would be used simultaneously, not singularly, it was necessary to house the course within a conceptual framework that could guide the course design. Project Oriented Computer-Assisted Language Learning (PrOCALL) provided a framework for language learning.

PrOCALL traces its roots to Vygotsky's social-constructivist learning theory that describes knowledge as socially constructed. Swain (2000) applied this theory to SLA. Swain (2000), describing the output hypothesis theory, writes, "It is where language use and language learning can co-occur" (p. 97). PrOCALL sets the stage for this learning space. PrOCALL describes a language course organized by tasks and projects whereby technology provides opportunities for linguistic development (Debski, 2000). Barson (1991) pioneered an early form of PrOCALL in his French course at Stanford University. Instead of a typical language course, students used the target language to complete a task: they produced French newspapers using French. Later Barson, Frommer, and Schwartz (1993) outlined a framework that would provide the foundation for PrOCALL. Debski (2000) reported on a large-scale project involving 7 language departments at the University of Melbourne. Debski applied the principles mentioned in Barson et al. (1993) to an updated framework termed PrOCALL. PrOCALL had the following seven guidelines: project-orientation, personally meaningful tasks, collaboration, target language use, language form, learner responsibility. Notably, as Debski (2000) progressed, these principles were adjusted "in order to satisfy various local constraints, attitudes and expectations" (p. 311).

Debski (2000) reported on several initial results concerning students' attitudes towards PrOCALL. First, students valued novel learning situations that a PrOCALL course provided. They found importance in projects that had relevance to their personal lives. Notably, the course does not favor the tech-minded. Rather, the most eager were those "who perceived language and modern communications technology as a new and inseparable construct of consequence for their professional career and personal development" (p. 326). This last result echoes Warschauer's (1999, 2000) suggestion to infuse CALL tasks with real world relevance.

Later studies confirmed the potential language learning benefits of a PrOCALL approach. Ewing (2000) found that Indonesian students in a PrOCALL course had the opportunity to develop linguistic skills not found in traditional classrooms, for example, the use of interrogative and imperative forms. Toyoda (2001) found that it could help foster learner autonomy provided that technology is reliable, students are tech-savvy, and that there existed opportunities for authentic communication with peers. Jeon-Ellis, Debski, and Wigglesworth (2005) reported that PrOCALL could provide collaborative dialogues necessary for linguistic development as suggested by Swain (2000) in a research project involving web page production. Elam and Nesbit (2012) found that a PrOCALL approach increased learner motivation.

Thus, the PrOCALL framework has the potential to provide linguistically beneficial projects using emergent technologies. However, as Warschauer (1996) said, "The effectiveness of CALL cannot reside in the medium itself but only in how it is put to use" (p. 6). Moreover, he instructed that the future of CALL should be based on an Integrative Approach, which not only addresses the four language skills, but also positions communication in authentic and meaningful situations. The course to be described in this paper can be seen as a 21st version of Barson (1991). Students are creating news reports, not through newspapers, but now through the multimodal rich world of Web 2.0.

Although Pegrum (2009) preferred Web 2.0 tools for language learning, older technology-based tasks can be designed within an integrative CALL framework. Towndrow and Vallance (2004) argued that a technology-based task might be worthwhile if it "…makes possible activities that could not be done as easily, if at all, with printed materials" (p. 105). For example, Microsoft PowerPoint can combine audio, video, and animations to enhance a presentation. Furthermore, learning how to use presentation software will likely be useful outside of school. Maran (2010) talks about another non-Web 2.0 program: a digital story telling task. It stressed using storyboards as a way for students to discipline and solidify their ideas in writing. An important link in these two studies is the importance of group work to complete tasks. Group work must be planned properly: opportunities to negotiate task completion and meaning construction must be maximized to leverage all potential language learning benefits from Web 2.0.

Thus, the present course included developing L2 digital literacies through older technologies for media production as well as Web 2.0 technologies *simultaneously* unlike the aforementioned studies whose reports are limited to one tool, project-cycle, or task.

The Study

Context

The research took place at a private university in Japan specializing in foreign studies, with approximately 3,600 undergraduate students, half of whom major in English. Classes are taught by the English Language Institute (ELI), which enforces an English only environment. Third and fourth year English majors are required to take content courses called SOGOs (SOGO means general course in Japanese). Although a prerequisite, students may choose from a variety of SOGOs, which reflects a variety of ELI lecturers' expertise and interests (at the time of the study there were about 70 total, representing 8 countries). The university has technologically-enhanced classrooms called Blended Learning Spaces (BLS) and a Mac production room. The Mac production room houses 25 iMac computers running OS 10.6 with Internet access, headphones, iLife '08, and professional applications such as the Adobe Creative Suite. There is an additional instructor iMac computer connected to a projector and audio system. This one-semester course met twice weekly for 15 weeks, 90 minutes each time in the Mac production room.

Course Description

The Advanced Media English course aimed to further develop skills students have acquired in a second year Media English, a required course for all English majors. Typically in this course, current events form a basis for class discussions, and topics such as news structure and presentation skills have been covered. Class discussions took a variety of forms: student-student, teacher-student, debates, or group discussions. Projects often required student presentations.

While continuing to use current events and class discussions, this course expanded previous activities by exploring and participating in the new media landscape associated with Web 2.0: podcasting, web videos, blogs. The class focused on developing literacies beyond traditional text, for instance, how to read photographs and how to communicate multimodally. However, since there are numerous Web 2.0 tools to choose from, initial surveys helped inform the instructor which ones to target, guided by the PrOCALL framework. As a result, students learned camera skills such as shot composition for videos and still images. Students also sharpened computer specific skills such as operating the Mac OS and built in software, as well as other sites including Google Docs, Visual.ly, and Tumblr.

The course learning objectives for students were to:
- Learn basic journalistic storytelling practices
- Learn how to use media production hardware and software to tell a story
- Participate in Web 2.0 communication forums such as blogs
- Craft messages according to the medium

Students were assessed mainly on the basis of coursework that took place both inside and outside class. Students were expected to check and complete weekly online homework managed by Moodle. A significant portion of their grades resulted from 5 intensive media projects: creating an infographic, photo essay, audio podcast, and 2 video projects. The final project integrated all previous ones, and were then compiled and organized though a student-created blog or website. All of the projects except for the infographic were collaborative. Table 1 outlines the sequence of projects.

Table 1
Advanced Media English project sequence

Project	Purpose	Goal	Type
Infographic	Create an infographic about yourself	Visual logic and expression	Individual
Photo Essay	Tell a visually based story	Sequencing through still images, visual literacy	Group
Audio Podcast	Tell a story from your life	Narrative oral storytelling skills	Pair
Superhero Video	Create an advertisement of a new superhero solving a social issue	Develop movie editing skills, illustration skills, Foster international social awareness	Pair
Interview video	Produce a professional looking video interview	Familiarization with video cameras, how to compose shots, advanced video editing techniques	Group
Final Project	Combine on all previously learned skills and report on any topic of interest	Repeat previously learned skills, develop web production blogging websites	Group

In the first project, students created an infographic about themselves. Instead of traditional introduction activities like speeches, students produced informative digital graphics about themselves. Students were allowed to use familiar software, such as Microsoft Word or PowerPoint. However, students were also introduced to web tools such as Google Drawing and visually, a website in which users can easily create infographics.

In the second project, students created a collaborative photo essay. Photo essays are a series of images that tell a story. Before creating their photo essay, students were trained in visual literacy. Students learned about and experimented with the common terminology used by photographers such as focus, framing, and color. The photo essay combined all of these skills and required students to create a group presentation based on a single theme they decided.

The third project marked the beginning of audio/visual production that was new to most students. In this project, students recorded a radio show podcast about a significant story from their lives. Students learned storytelling advice and then developed their narrative after several feedback sessions with their classmates. They learned how to edit audio and add sound effects and music using Apple's GarageBand software.

The fourth and fifth projects focused on video production. In project four, students proposed a solution to a local or global social issue. They devised a fictional superhero and produced a short movie trailer using Apple's iMovie video editing software. This project required students to use iMovie for managing audio, still images, and basic effects such as transitions

and video titles. Another purpose of the fourth project was to scaffold skills necessary for editing an entire video.

The fifth project introduced the video camera and video editing. Students shot a short video interview and then used more advanced video editing techniques in iMovie, including b-roll cutaways (when video switches to another shot while the audio track continues).

In the final project, students were required to research and report on any topic of their choice. Their report must communicate a variety of information on their topic via an infographic, photo essay, podcast, and video. These media were uploaded and shared on a website or blog the students designed. The final project repeated all the previous skills they had learned in the class.

Methodology

Because this course had no precedent at the university, student feedback was essential to improve course design in successive iterations. Pre and post surveys were created to capture this data. The survey had a practical purpose: assess students' skills, background, motivation, and later, after having completed the course, their evaluation of various aspects of the course. Both surveys captured quantitative and qualitative data about perceptions of themselves and the course, and did not measure the successful completion of course objectives listed in the course description.

Procedure

Data were collected through two instruments:
1. An online survey (Appendix 1) containing five closed-response items and two open-response items. The purpose of the survey was to determine the background and skill level of the students, and also to provide information on their interest and motivation in taking the course.
2. An online survey (Appendix 2) containing three closed-response items and five open-response items. The purpose of this survey was to have students evaluate several aspects of the course: the topics, projects, and tasks. It asked students to assess improvement on their own media skills. A majority of the data gathered from this instrument was qualitative.

Research Questions

In order to gauge a macroscopic view of students' views of the course, one question was selected from the pre-class survey and two from the post-class survey. Data from the following three research questions were analyzed:
1. Which digital literacies do Japanese university students perceive as most important to learn?
2. What is the effect of a ProCALL framework with integrated Web 2.0 projects?
3. At the end of the course, how confident are students in performing a variety of media tasks in English?

Participants

Students were asked to complete the first instrument on the first day and the second instrument after the last day of class. At the start of each survey, students were informed that their responses might be used for research purposes and that their participation in the surveys was voluntary. Additionally, in the second instrument, students selected which projects could be publicly shared. The course has been taught fives times in the following semesters at the Kanda University: Spring 2011, Fall 2011, Spring 2012, Fall 2012, and Spring 2013. In total, over two years, 124 students took the course, 116 completed the pre-surveys and 80 completed the post-surveys. Table 2 shows the student and the survey breakdown per semester.

Table 2
Number of students in the study

Semester	Number of Students	pre surveys	post surveys
Spring 2011	28	25	12
Fall 2011	12	11	12
Spring 2012	28	28	20
Fall 2012	28	24	20
Spring 2013	28	28	16
TOTAL	124	116	80

Participants were third and fourth year English majors. To take SOGO courses, students must have scored at least 480 on the TOEFL PBT, 54-55 on the TOEFL iBT, 157 TOEFL CBT, or 600 on the TOEIC 600. These test scores indicate the minimum English level of the students in the course. Students were not given any formal English language assessments after taking the course.

Data Analysis

Closed response data from each of the surveys were totaled. Open-response items were codified and categorized into themes.

Results

Research Question 1: Which digital literacies do Japanese university students perceive as most important to learn?

Table 3
Responses to the question "What do you hope to learn in this class?" (Question 7 on the pre-survey)

Theme	Response Count	Percentage
Improve computer skills	56	48%
Media production such as creating videos, photos	56	48%
Language goals	11	9.4%
Learn more about journalism, including blogging	13	11%
Current events	7	6%
Media Literacy	11	11%

Table 3 shows that students had two primary learning goals: improving their personal computer and media production skills. The data indicate that students were familiar with Apple products such as the iPhone or iPod, but unfamiliar with the Mac OS. A student from the Fall 2011 semester said, "First, i hope to learn how to use a Mac computer since i had never used it before i came to this class today and i knew that i had to be able to at least turn it on. I also hope to be like a professional media editor when i leave this class at the end of this semester!" Regarding media production, many students echoed this opinion from the Spring 2011 semester, "I'd like to learn about how to fully use Mac Computers, Journalism, Mass Media and how to deliver information to other people by using media tools." The other desired course outcomes received a similar number of responses, while learning about current events received the fewest.

Research Question 2: What is the effect of a ProCALL framework with integrated Web 2.0 projects?

Table 4
Responses to the question "What did you like most about the class?" (Question 7)

Theme	Response Count	Percentage
Overall class design	11	14%
Video Production	26	33%
Final Project	8	10%
Photo Production	8	10%
Operating an Apple Mac Computer	3	3.8%
Teamwork / communicating with classmates	7	8.8%
Audio Production	2	2.5%
Infographic creation	3	3.8%
Presentation skills	4	5%
Class atmosphere/ environment	2	2.5%
Viewing other student's work	2	2.5%

Table 4 lists responses, mostly positive, after course completion. Data were organized into 11 categories. A majority of students found video production projects which included planning, shooting, editing, and publishing the most satisfying aspect of the class. The second most common response was a positive view of the overall course design. This category captured students such as the one who responded, "EVERYTHING!!!" despite being asked to describe the most satisfying part of the class. Next, the final project and photography received an equal number of responses. The fourth most popular aspect of the class referred to the course's emphasis on collaboration. Another student from the Spring 2011 semester mentioned, "But, If I have to choose one, I would like to choose Final Project because I could make the most of skills and combine them. I thought this project seems like making MEDIA COMPANY by myself. Plus, I really enjoyed working on project with group members. I could also learn the importance of teamwork!!"

Research Question 3: At the end of the course, how confident are students in performing a variety of media tasks in English?
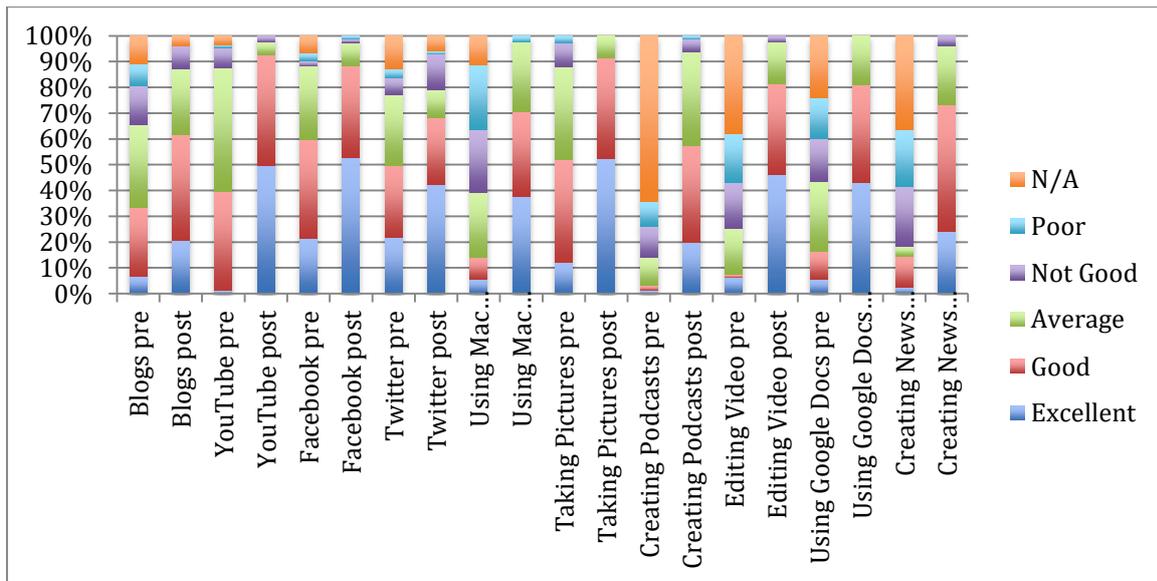
Figure 1. Students' confidence in media tasks. This figure shows the change in self-reported confidence before and after taking the course.

Figure 1 shows students' own perception of their multimedia competence and multimodal fluency before and after taking the course. Before the course, students were less confident in creating podcasts and using Mac computers. Also, a significant portion never edited video, used Google Docs, or created news reports before. A majority of students rated themselves as at least average using these modes of communication. Students were somewhat confident only Twitter, Facebook, and taking pictures.

After the course, students felt more confident in all media categories. In fact, students felt strongly confident in seven of ten categories. Students felt more confident using Web 2.0 websites: YouTube, Facebook, and Twitter. Creating news reports, podcasts, and using Mac computers showed progress, despite the progress in these areas was more evenly distributed.

Discussion

The results relating to Research Question 1 likely reflected the fact that students' understanding of digital literacy in this case first required mastering the Mac, the primary piece of hardware in this course's classroom. Notably, the classroom used was the only one at the university where Mac computers were available, therefore students who attended the first session were immediately confronted with their familiarity level with the Mac OS. Students may have had the opportunity to produce media in other classes, however, data indicate that few in fact actually had done any type of this work.

Given this unfamiliarity, it might be expected that students would become demotivated, as discussed in Boulton, Chateau, Pereiro, and Azzam-Hannachi (2008). However, despite their inexperience with the technology, students were highly motivated. This discrepancy could partly be explained by the increasing popularity of Apple products. Since many of the students owned iPhones, a halo effect may have sparked students' curiosity in other Apple hardware, similar to the iPhone as a gateway to Mac situation described in Meurant (2010). In fact, a majority of the responses specifically mentioned wanting to discover the Mac simply because the student owned an iPhone.

Student motivation to use new technology echoes the findings of Lockley and Promnitz-Hayashi (2012) that described Japanese university students to have an "overwhelmingly positive attitude to computers and ICT technology" despite their unfamiliarity and proficiency with them (p. 9). This study also reported that students favored using ICT for multimedia purposes, although this might be attributed to casual entertainment. However, traditional uses of ICT, such as Microsoft Word and PowerPoint were valued since students perceived potential benefits to academic life and transferable skills.

More significantly, with the rise of technologies such as Web 2.0 and smartphones, students recognize that becoming digital literate includes these platforms. Students now live in a society where they are constantly connected much more personal than in the PC-Internet Era: the global cyber community is literally always in the palm of their hands. As a result, students' motivation to understand the new social, mobile, and media-rich web seems to have overcome any unfamiliarity with the technology. However, the educational affordances of these skills should be emphasized to students, especially those with lower language proficiency as data suggested that this segment in particular might not be able to make this valuable connection (Lockley & Promnitz-Hayashi, 2012).

Analysis of the data pertaining to Research Question 2 showed that the students had a variety of positive experiences as a result of the PrOCALL framework. The fact that the most satisfying aspect of the course was video production, perhaps reflects the highly collaborative nature of video projects. Group members simply had to work together to finish a video. The popularity of the medium itself might provide an explanation as well. According to Purcell (2013) watching web video continues to rise, with comedy and educational videos the most popular genre, and posting videos doubled in frequency from 2009 to 2013. In fact, Purcell states, "Younger adult internet users are twice as likely to post and share videos online than their older counterparts" (p. 1). The tendency for young adults to create and share video online might also explain these students' satisfaction with video production. Future research should ascertain the precise reason for this satisfaction, whether it relates to the benefits outlined in Carney and Foss (2008): self-empowerment, utility to language development, relevance to 21st century skills, or which part of the video production process they find most rewarding and why.

The second most frequent response was a positive regard for the course design itself. This suggests that the PrOCALL framework's strength relates to the ample opportunities for collaboration in their L2. Brook (2011) noted, "Through these practices, Web 2.0 affords learner-centered activities by enabling students to become engaged and interested in subject matter" (p. 38). More importantly, students explored subject matter of interest in groups and pairs, and this pedagogical choice proved popular with them.

Perhaps student satisfaction with collaborative work reflects the mobile lives of Japanese youth as discussed by Takahashi (2011). Her study reported on Japanese youth using mobile technology collaboratively for communication, practical, and creative purposes. For example, students used mobile phones to chat with each other in and outside of class to complete assignments. Interestingly, she reported on mobile phone novels in which readers interacted with authors to develop stories. In this course, students could work openly in a manner in which they may previously had to do surreptitiously in high school or informally in their social lives.

However, while a majority felt positive about video and course design, only a few cited that they were satisfied with learning how to use a Mac computer. Perhaps this indicated that they were still not confident with Macs, or they found other learning outcomes more worthwhile to mention. The variety of responses suggested that student satisfaction should not be attributed only to acquiring technical skills, but also the opportunity to complete projects together in their L2.

Responses to Research Question 3 showed that at the very least, this course not only exposed students to new ways of communicating multimodally, but also has made them feel more confident and capable users and producers of multimedia and Web 2.0 content in their L2, even tools that the course did not cover. Web 2.0 has provided more platforms for communication and has expanded notions of authorship beyond text (Nelson, 2006). Students who have completed the course believe they can participate more richly in the new media environment. Even without this class, it is likely students would seek to learn these tools by themselves as described in Sadoux (2013), therefore Pegrum's (2009) call for teacher guidance and instruction in Web 2.0 becomes even more relevant.

Most significantly, students experienced a digitally literacy halo-effect in that students felt they gained command of Web 2.0 tools not taught explicitly in this course. The data showed that students felt more confident in use of Facebook and Twitter, while in fact the course did not use these tools at all. It is possible that since students' digital literacies in English increased, they viewed using SNS websites in an L2 like Facebook and Twitter less intimidating. This newfound confidence reflects Hull and Nelson's (2005) assertion, that multimodal communication, "…can potentially represent a democratizing force whereby the views and values of more people than ever before can be incorporated into the ever-changing design of our world" (p. 226). With more complex ways of meaning making through photography, video, and infographics, the students have found richer ways to share their voice, reflected in their increased confidence with SNS sites.

Future research should determine if an SNS halo effect results from the increased media production capability. Moreover, with the established popularity of Facebook and Twitter, it is more relevant for CALL researchers to investigate how these tools can be used not only to produce media-rich posts, but also how to leverage the social web for language learning opportunities.

Conclusion

The Advanced Media English course was an experimental media production class for EFL students that incorporated many Web 2.0 tools for intensive project work. It incorporated many PrOCALL elements and hoped to serve as 21st century version of Barson (1991).

The purpose of the survey was to provide direct feedback from students about the course design. As a result, its purpose was not intended to measure a specific linguistic outcome. It should be noted that because of a survey malfunction, question #7 data was lost in the Spring 2013 post survey. Future studies should gauge measurable outcomes on the course's impact on SLA and multimodal communicative competence.

Despite these limitations, the data results demonstrate that although surrounded by new technology, students desire to learn how to use new tools because they indeed witness, and

perhaps already participate in, the new social and mobile web. Lack of technological or production experience did not seem to impair or discourage them. In addition to developing production skills that students initially hoped to learn, the data showed a positive halo effect confidence transfer to media not explicitly used in class (Facebook, Twitter). This seems to suggest that efforts to develop from mere media content consumers to content producers is relevant to students' lives. By developing multimodal fluency, students can make better sense of the modern social web, and participate in more powerful and meaningful ways. Therefore, teaching students how to participate in the Web 2.0 environment should not be seen as supplementary, rather, essential skills to prepare L2 learners for life after school.

Acknowledgements

Appendix 1
Advanced Media English Pre-Survey

1. What is your name?

2. Have you ever edited video on a computer? If yes, please tell me what editing software you have used (iMovie, FCP) in the optional comments.

3. Do you have Internet access at home?

4. Do you have any of these? (Check all that apply)

> Mac computer at home
>
> iPhone
>
> iPad
>
> iPod touch with video camera
>
> Video Camera
>
> Smartphone
>
> A Gmail Account
>
> A Twitter Account

5. How skilled are you using these types of websites or computer activities? If you've never done them before be sure to click N/A.

6. What news topics are you interested in learning about in this class? For example, environmental issues, world cultures, business, politics, etc. Be as specific and descriptive as possible.

7. What do you hope to learn in this class?

Appendix 2
Advanced Media English Post-Survey

1. Please rate the activities/projects in this class

2. Please rate the topics from this class

3. Do you have any comments about the Media Journal?

4. Do you have any comments about using Moodle?

5. Because of this class, how skilled are you NOW using these types of websites or computer activities in English?

6. Did this class meet your expectations? Please say why or why not.

7. What did you like most about this class?

8. Do you have any suggestions about how to improve the class?

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