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**RESEARCH ARTICLE**

## **Nexus Analysis as a Tool for Investigation of Digital Literacy and Digital Competency in Using LMS Labeled to Unlock Textbook Taught at King Khalid University**

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**ABSTRACT**

This study investigates digital literacy and digital competency in using LMS among KKU students studying English as an intensive English course. The study is based on using nexus analysis. This study adopts a descriptive-analytical method, and the main instrument used for collecting data is a questionnaire for teachers to investigate how students can use LMS to do their homework and activities related to Unlock textbooks. The study's findings have revealed that most students use LMS professionally but feel bored because of lengthy tasks, exercises and activities which consume a long time. In addition, most of the activities, tasks and exercises do not match the textbook unit contents. The study recommends that Cambridge LMS should be loaded with tasks, exercises and activities matching the unit content, and they should not be lengthy.

**KEYWORDS**

Digital literacy, digital competency, LMS, nexus analysis, The European Digital Competence Framework for Citizens, socio-emotional literacy

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**1. Introduction**

Language use and language learning are broadening to encompass not only cognition but also interaction and participation and learning how to do things with language (Van Lier 2000; Dufva et al. 2014). Nexus analysis can be considered a suitable strategy for developing language teaching. Ensor (2017) suggests that teacher identity results from a complex interplay of institutional, professional and informal discourses, which may be both obstacles and bridges to pedagogical transformation. Kuure (2016) combined cultural-historical activity theory with nexus analysis showing how the language students' past experiences of language learning in formal contexts were interwoven with their pedagogical choices and visions. As these experiences were primarily connected with traditional practices and language learning sites, envisioning new scenarios for language learning and teaching in more distributed environments seemed to be difficult. An important aspect of language teacher education is learning professional practice, which involves exploring current beliefs and understandings of language pedagogy. These challenges are intricately interconnected. With a review of nexus-analytic research into language learning, language pedagogy and language teacher education, we wish to shed light on how nexus analysis is currently being applied in these fields. This study aims to use nexus analysis to investigate digital literacy and digital competency in teaching Unlock textbook series taught at English Language Center at KKU. Its goal is to explore how fresh students are able to tackle LMS labeling to Unlock textbook series professionally.

## **2. Literature Review**

### **2.1 Nexus Analysis**

Nexus analysis<sup>1</sup> is based on a mediated view of social action and interaction emerging from the interplay of three aspects: interaction orders between the people participating, their historical bodies encompassing their experiences and accustomed practices, and discourses in place reaching across multiple timescales and spaces ( Scollon and S, 2007). Nexus analysis is a research strategy and is a multidisciplinary approach that encompasses a mediated discourse perspective on <sup>2</sup>social action. It has roots in linguistic anthropology, interactional sociolinguistics and critical discourse studies, among other areas (Scollon & Scollon 2004; Al Zidjaly 2012; Scollon & de Saint-Georges 2011). As Scollon and de Saint-Georges (2011) summarise the relationship between mediated discourse and <sup>1</sup>nexus analysis, nexus analysis is the historical, ethnographic and methodological arm of mediated discourse analysis. The focus is on a social actor taking action through some mediational means, be it language or any other cultural tool (Wertsch 1991; Scollon 1998, 2001a, 2001b; Scollon & Scollon 2004).

It entails socio-semiotic to construct meaning and proceeds by engaging, navigating and changing the nexus of practice. <sup>3</sup>Social action occurs at the intersection of the historical bodies of the participants in that action, the interaction order that they mutually produce among themselves and the discourses in place that enable that action or are used by the participants as mediational means in their action ( Dooly, 2017).

Scollon ( 2001)states that the recognition of the nexus of practice and the ability to create a <sup>4</sup>zone of identification can be seen as five main activities:

- Establishing the social issue you will study
- Finding the crucial social actors
- Observing the interaction order
- Determining the most significant cycles of discourse
- Establishing the zone of identification

Nexus analysis as a tool for investigation entails the following (R Scollon and S Scollon 2001):

**-Find the crucial social actors:** Who are the primary social actors in the mediated action you are interested in? In this case, 'who' means both who they are in the sense of their identities, social roles, and histories. You want to know what social identities they are producing or claiming through the mediated action you are analyzing, what social statuses they bring into the site of engagement in which this action occurs, and how they are producing them.

**-Observe the interaction order:** In trying to identify the crucial moments to study for your nexus analysis, one will need to discover the typical interaction orders within which the mediated actions occur. Do these actions occur in task groups or teams? Do they occur as performances before audiences?

**-Determine the most significant cycles of discourse:** The question about discourses is two-fold: Given a particular scene, you want to know what discourses are circulating through that scene and, in particular, through the action, you are interested in analyzing.

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<sup>1</sup> For a nexus analysis the central question here is: How are sociocultural or historical thought or cultural patterns in the language and its genres and registers providing a template for the mediated actions of participants in the nexus of practice?The cycles of a nexus analysis (persons, places, mediational means, practices, discourses) in which a transformation or resemiotization occurs is most likely that one could bring about social change because those are the moments at which changes are already occurring.

<sup>2</sup> Social action emerges from the interplay of interaction orders (Goffman 1983) between the people participating, their historical bodies (Nishida 1958) encompassing their experiences and accustomed practices, and discourses in place which are approached by engaging, navigating and changing the nexus of practice (Scollon & Scollon 2004). Social practice and discursive practice are mutually constitutive (Scollon 2001).

<sup>3</sup> Actions are part of larger activities and activity systems, and those are part of even larger entities we call life histories or histories or eras. Each of the semiotic cycles that constitute a nexus of practice may work on a different timescale. The idea of 'circumference' the action you are studying is to try to follow the circumference for each cycle far enough that you can include the most important elements that give meaning to the action as well as to see the points at which semiotic transformations or resemiotizations are happening.

<sup>4</sup> Discourse is present throughout a nexus analysis in at least six forms: Speech of the participants in mediated actions (whether foregrounded or back grounded),Texts used as mediational means (whether foregrounded or back grounded) such as books, magazines, train schedules, street signs, logos and brand names, directions for use on packages and other objects),Images and other semiotic systems used as mediational means (pictures, gestures, manner of dressing, design of buildings and other places, works of art as focal points or as decorations),Submerged in the historical body of the participants and in the practices in which they engage, Submerged in the design of the built environment and objects, Speech or writing or images of the analysts in conducting the nexus analysis (either within or apart from the moment of the mediated action).

**-Establish your zone of identification:** The activities of establishing a social issue to research, finding the most significant social actors, observing the interaction order, and determining the cycles of discourse are concerned with the recognition of a substantial nexus of practice; they have been directed toward finding or recognizing the main mediated action (or actions) which sit at the center of the nexus of practice you will study. Along with this recognition, you are also locating yourself in a zone of identification with the participants in this nexus of practice.

-Focus groups: Once identification of the most crucial <sup>5</sup>scenes, participants, and mediated actions relevant to the social issue you are studying, one needs to check these selections with the participants in your nexus of practice.

**-Getting the answers:**

-Members' generalizations<sup>6</sup>: What do participants say they do? This is often at variance with both objective observation and that member's own experience.

-Neutral (objective) observations: What does a neutral observer see? Often at variance with the generalizations made about the group or the self.

-Individual experience: What does an individual describe as his or her experience?

-Interactions with members: How do participants account for the analysis? This will mostly focus on the resolution of contradictions among the first three types of data.

## 2.2 Digital Competence

In today's society, new generations are required to have an advanced level of digital competence, as they are in continuous transformation. The <sup>7</sup>learning habits of students have changed, and their needs and circumstances are no longer the same as ten years ago, which is why it is essential that schools can learn how to provide an educational, didactic and safe response to the needs of students. Achieving this requires a teacher with updated training and a degree of digital competence to undertake the teaching-learning process of students and promote the acquisition of key competencies in students (Reedy, Katharine and Jo, 2018).

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<sup>5</sup>There are two very effective types of survey which can help to ensure that you working within cycles of discourse that are germane to an important issue as well as the crucial points at which mediated actions occur— media content surveys and public opinion (or 'What's in the news?') surveys. The first of these can be done relatively easily by collecting current newspapers and magazines, visiting news websites, and watching television news broadcasts. While 'hot' issues tend to change rapidly in these media, a careful analysis can show which issues continually return for attention. You can also check the websites of governmental, non-governmental, and corporate grant-making organizations to see which issues they have currently identified as needing research. Scene surveys can make your study more concrete by locating the people, places, and actions within those places which are keeping the cycles of discourse in flow. The idea is to find where the mediated actions in which you are interested take place, who the central participants are and in what forms of the interaction order, and what discourses are circulating through those scenes.

Scene surveys have around three kinds of questions:

-Historical body questions: Where do the people you have identified as the main participants spend their time? Which ones are important for the issue you are studying. One of the surest ways of locating the crucial scenes is simply to follow the main participants through their daily and weekly cycles of activity.

-Interaction order questions: What is the place of the participants within the interaction orders you observe throughout their days? Our actions arise not only from our own personal histories and values, but are also constrained or enabled by the people we are together with at a particular moment of action. You need to know not only what are the scenes within which people take action, but how do they organize themselves for social interaction within those scenes.

-Discourses in place questions: The crucial scenes you will study can also be found by following the cycles of discourse. Of course you will be asking these questions about social actors, the interaction order, and discourses concurrently in any attempt to locate the crucial scenes for your study. As you follow a person's daily round of habitual places and scenes, you will be asking what the interaction orders dominant within those scenes are and what discourses are cycling through them. Your main purpose at this stage is simply to narrow down to a few scenes in which you find there is an intersection of the people on whom you want to focus, the interaction order that is most germane to your study, and in which the discourses you are concerned about are significant factors.

<sup>6</sup> The guiding question here is: How did these participants all come to be placed at this moment and in this way to enable or carry out this action?

This question may be developed with the following more specific questions we suggest that you keep in mind:

-How habitual or innovative is the action-practice 'for that person'? I.e., to what extent is this a 'practice'?

-How intentional (agentive) or accidental? How do you know? (To think about this see discourse analysis below); According to whom is this intentional? For more on this see motive analysis below)

-When and where is the last prior 'like' action? I.e., is there a link between this action and this type of place or these other participants? For example, a person doesn't normally drink coffee or smoke cigarettes but always makes an exception with a particular friend.

-To what other practices is this linked for this person? Does he or she always do something else at the same time? Anyone who has tried to quit smoking gradually comes to realize the myriad practices having a cigarette is linked to. Also ask this for other people, meditational means, places, discourse, concepts.

-How much is this action keyed to the uniqueness of the person, or, alternatively, how dispensable is the person? Could it be anybody who does the action, just so long as it gets done? A President can sign a bill into law; a municipal worker can paint the traffic lines on the street. Neither can simply switch and accomplish the other action.

-What is the emotional valence or the emotional impact on the participant of this action? Is it exciting, routine, or boring to do this; is the action sought or avoided? Is it so much part of the historical body the person sometimes wonders why it isn't as enjoyable as it used to be or as anticipated?

<sup>7</sup> Phenomenon-based learning approaches, which put weight on activities and languages in their context should be implemented in teaching language context. These changing emphases are promoted in educational policies and are reflected in the curricula in relation to transversal competences, among other things. The changing focus of language pedagogy is further transforming the expectations set for teaching professionals (Dufva et al. 2014).

Teaching digital competence is a set of skills, competencies, knowledge and attitudes that teachers and students must have in order to make critical, dynamic and creative use of ICT in their classrooms. Digital competence is essential for learning, work and active participation in society. It is one of the eight key competencies and refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life. It is also important to consider that as a transversal competence, digital competence also helps us master other key competencies, such as communication, language skills, or basic skills in maths and science," as Riina Vuorikari wrote in her expert article.

Digital literacy means having the skills you need to live, learn, and work in a society where communication and information are increasingly available through digital technologies like internet platforms, social media, and mobile devices. Digital literacy is necessary for the correct use of various digital platforms. In 2013 the Open Universiteit Nederland released an article defining twelve digital competence areas. These areas are based on the knowledge and skills people have to acquire to be literate person (Jones, 2013):

- General knowledge and functional skills: Knowing the basics of digital devices and using them for elementary purposes.
- Use in everyday life: Being able to integrate digital technologies into activities in everyday life.
- Specialized and advanced competence for work and creative expression: Being able to use ICT to express your creativity and improve your professional performance.
- Technology mediated communication and collaboration. Being able to connect, share, communicate, and collaborate with others effectively in a digital environment.
- Information processing and management. Using technology to improve your ability to gather, analyze and judge the relevance and purpose of digital information.
- Legal and ethical aspects: Behaving appropriately and socially responsibly in the digital environment and being aware of the legal and ethical aspects of using ICT.
- Balanced attitude towards technology: Demonstrating an informed, open-minded, and balanced attitude towards information society and digital technologies.
- Understanding and awareness of the role of ICT in society: Understanding the broader context of use and development of ICT.
- Learning about and with digital technologies: Exploring emerging technologies and integrating them.
- Informed decisions on appropriate digital technologies: Being aware of the most relevant or common technologies.
- Seamless use demonstrating self-efficacy: Confidently and creatively applying digital technologies to increase personal and professional effectiveness and efficiency.

The European Digital Competence Framework for Citizens divided digital competence into five areas: information and data literacy; communication and collaboration; digital content creation; safety; and problem-solving. In its preliminary proposal, six areas of development include professional environment; creating and sharing digital resources; managing the use of digital tools; assessment; empowering learners; and facilitating learners' digital competence (Prensky,2001). Five competencies that a teacher and student should take into account in their personal and professional training (Rish, 2015):

- Computerization and information literacy: The teacher and student should know how to identify, organize, retrieve, store, and analyze information and digital content, evaluating its purpose.
- Communication and elaboration: This competence means that the teacher and student have to master communication in the digital environment, share resources and tools, share, interact and participate in communities and networks
- Creation of digital content: In this competence, the teacher and student must know how to create and edit new content, link and rework previous knowledge and content, make artistic productions, multimedia content and computer programming.
- Security: It is an essential digital skill and consists of personal protection, data protection, digital identity protection, and the use of security.
- Problem-solving: This competence is focused on identifying needs and digital resources and making decisions when choosing digital resources.

- <sup>8</sup>Digital literacy refers to an individual's ability to find, evaluate, and communicate information through typing and other media on various digital platforms. Digital literacy initially focused on digital skills and stand-alone computers. The advent of the internet and the use of social media has resulted in a shift in some of its focus on mobile devices. Digital literacy does not <sup>9</sup>replace traditional forms of literacy but instead builds upon and expands the skills that form the foundation of traditional forms of literacy. It should be considered to be a part of the path to knowledge.

Warschauer and Matuchniak (2010) list three skill sets, or 21st-century skills, that individuals need to master in order to be digitally literate: information, media, and technology; learning and innovation skills; and life and career skills. Kuure (2011) asserts that to be competent in life and career skills, it is also necessary to exercise flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Aviram & Eshet-Alkalai contend that five types of literacies are encompassed in the umbrella term that is digital literacy (De Saint-Georges, 2012):

- Photo-visual literacy: the ability to read and deduce information from visuals.
- Reproduction literacy: the ability to use digital technology to create a new piece of work or combine existing pieces of work to make it your own.
- Branching literacy: the ability to successfully navigate in the non-linear medium of digital space.
- Information literacy: the ability to search, locate, assess and critically evaluate information found on the web and on-shelf in libraries.
- Socio-emotional literacy: the social and emotional aspects of being present online, whether it may be through socializing, collaborating, or simply consuming content.

The Digital Literacy Framework (PDF) elaborates on six characteristics identified by B.C. educational leaders. These characteristics are based on the National Educational Technology Standards for Students (NETS•S) standards developed by the International Society for Technology in Education (ISTE) and encompass the types of knowledge and skills learners need to be successful in the 21st century ( Ensor, S, Kleban and C,2017). The characteristics are:

- Research and Information Literacy: Students apply digital tools to gather, evaluate, and use information
- Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
- Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

The Framework provides a clearer, more detailed sense of what digitally literate students should understand and be able to do at various levels of their development. The intent is to help educators integrate technology and digital literacy-related activities into their classroom practice and to provide some basis for developing assessment tools for digital literacy competencies. To support the Framework, there is a set of profiles that provide examples of activities that digitally literate students should be able to do at key developmental points in their K-12 education. The profiles are based on the International Society for Technology in Education's (ISTE) NETS•S standards and a belief that all students must have regular opportunities to use technology to develop skills that

<sup>8</sup> Fact, digital literacy is separate from computer literacy. It requires critical thinking skills, an awareness of the necessary standards of behavior expected in online environments, and an understanding of the shared social issues created by digital technologies. Alternatively: digital literacy = digital tool knowledge + critical thinking + social engagement.

<sup>9</sup> Digital literacy is necessary to become digital citizens: individuals responsible for how they use technology to interact with the world around them. Digital literacy requires certain skill sets that are interdisciplinary in nature.

encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. The examples are intended to bring the Framework to life and demonstrate the variety of activities possible. Students and teachers should not feel constrained by these examples as they are just a representative sample of possibilities for digital literacy. The profiles are divided into the following four grade ranges. Because grade-level designations vary for individuals, age ranges are also provided.

### **2.3 Learning Management System in Unlock Textbook**

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs. It is designed to identify training and learning gaps using analytical data and reporting. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content, including courses, both asynchronous based and synchronous based. In the higher education space, an LMS may offer classroom management for instructor-led training or a flipped classroom (Davis, B., C., and E, 2009).<sup>10</sup>The Cambridge Learning Management System (CLMS) is a robust platform that holds course content, materials and administration in one user-friendly online system. It allows teachers to easily manage classes and track their students' progress, highlighting areas of strength and weakness for ongoing performance improvement. Moreover, it creates an environment where students can interact with content, collaborate with other learners and communicate with their teacher outside the classroom. An LMS delivers and manages all types of content, including videos, courses, workshops and documents. It includes a variety of functionality similar to corporate but will have features such as rubrics, teacher and instructor-facilitated learning, a discussion board, and often the use of a syllabus. It can be hosted either locally or by a vendor. A vendor-hosted cloud system follows a SaaS (software as a service) model.

All data in a vendor-hosted system is housed by the supplier and accessed by users through the internet, on a computer or mobile device. Vendor-hosted systems are typically easier to use and require less technical expertise. An LMS that is locally hosted sees all data pertaining to the LMS hosted internally on the users' internal servers. Locally hosted LMS software will often be open-source, meaning users will acquire (either through payment or free of charge) the LMS software and its code. With this, the user is able to modify and maintain the software through an internal team. Individuals and smaller organizations tend to stick with cloud-based systems due to the cost of internal hosting and maintenance (Watson, 2007). Cambridge Press, which publishes Unlock series taught at KKU for academic purposes, uses LMS to deliver online training material, including quizzes, videos, tasks, exercises, drills and other language learning activities. An LMS as a software that Cambridge press is designed to use to track students' practice of the English language. It is accessible by anyone anywhere who studies the course by activating the code stuck in the book, whether in class, at home or on the bus, using a laptop or hand-me-down mobile device. Cambridge Press LMS provides students with personalized learning, automated assessment, interactive learning in a game-based learning environment, risk-free setting, collaborative environment, meaningful feedback, a high level of security and analytics to help instructors make decisions ([www.cambridgepress.com](http://www.cambridgepress.com)).

### **3. The Purpose of the Study**

A Cambridge Press LMS related to Unlock textbook as software that Cambridge press is designed to use to track students' practice of the English language with the possibility of accessible by anyone anywhere provides students with personalized learning, automated assessment, interactive learning in a game-based learning environment, risk-free setting, collaborative environment, meaningful feedback, high level of security and analytics helping instructors make decisions. Using LMS requires digital literacy and digital competency, which are a set of skills, competencies, knowledge and attitudes that teachers and students must have to make critical, dynamic and creative use of LMS in their classrooms. They are necessary to correctly use various digital platforms by mastering the skills needed to live, learn, and work in a society where communication and access to information are increasingly through digital technologies like internet platforms, social media, and mobile devices.

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<sup>10</sup> The Cambridge LMS (CLMS) is an online platform where you can find content that is part of your Cambridge course. When you join a class on the CLMS, your teacher will be able to assign work and see your scores and progress. Parts of our Platform are available to browse free of charge, whilst some content is only available to those who have paid for, or have otherwise been permitted, access to it. Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of electronic courses (e-learning) and training programs. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content, including courses, both asynchronous based and synchronous based. In the higher education space, an LMS may offer classroom management for instructor-led training or a flipped classroom. The LMS mobile app built to help teams grow on the go. Unlock even more benefits with the Talentless mobile apps available on iOS and Android. Now, your people log in and lean into training anytime, anywhere, and from any device.

Citing the above statements, the researchers intend to investigate the significance of digital and literacy competence to KKU students studying an intensive English course using LMS by answering the following questions

- 1- To what extent can KKU students who study an intensive English course use LMS professionally?
- 2- How do the English teachers promote and encourage improving students' LMS skills?
- 3- Do students studying an intensive English course do the tasks and activities on LMS on their own?

#### 4. Methodology

##### 4.1 Participants

The sample of the study was chosen from male and female English language instructors working for KKU who teach the English language at English Language Center. The total numbers of chosen students are 100 male students studying the English language as an intensive English course at English Language Center at KKU.

##### 4.2 Instrument for Data Collection

The data are collected through the questionnaire from fifty respondents who teach the English language at English Language Center. This questionnaire consisted of a transformation of the qualitative (nominal) variables (Strongly agree, Agree, undecided, Disagree, Strongly agree) to quantitative variables (5,4,3,2,1) respectively; also, the graphical representation has been done for this purpose. The statements in the questionnaire have been analyzed in terms of frequencies and percentages. The questionnaire includes three categories to support the questions of the study.

##### 4.3 Procedure

The study is based on a descriptive-analytic approach, and SPSS version 28 was used for the analysis. The questionnaire was distributed to the participants electronically, and Cronbach's alpha was used to measure the reliability of the questionnaire's items, and it is .801, which indicates high internal consistency.

#### 5. Results

The researchers designed a questionnaire to collect the required primary data concerning the study. It is composed of three parts: the first part includes a statement about to what extent can KKU students studying an intensive English course use LMS professionally. The second part entails how English teachers promote and encourage improving students' LMS skills. The third concerns whether the students studying an intensive English course do the tasks and activities on LMS own.

The major study's variables are set in the form of tabulation below:

(1) Questionnaire Hypotheses Distribution

No	Statement	Questions
1	To what extent can KKU students studying an intensive English course use LMS professionally	1,2,3,4,5,6,7
2	How the English teachers promote and encourage the improvement of students' skills in using LMS	8,9,10,11,12,13,14
3	If the students studying an intensive English course do the tasks and activities on LMS on their own.	15,16,17,18,19,20,21
<b>The number of statements</b>		21

The study is based on Likert Scale, rated from strongly agree to strongly disagree. The scale's edition is conducted by regarding the total score is composed of the whole scores of the questionnaire's statements, and each scale has its validated scales detailed as (5) strongly agree, (4) agree, (3) neutral, (2) disagree and (1) strongly disagree. The scale and medium of these rates are calculated as shown in the table below:

Table (2) Scale and Medium of the Study

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Option
5	4	3	2	1	IScale
5 _ 4.2	4.19 _3.4	3.39 _ 2.6	2.59 _ 1.8	1.79 _0.1	Medium

The researchers coded the questionnaire's questions and analyzed the collected data using SPSS (Statistical Package for Social Sciences). In addition, he used other appropriate statistical data analyses that suited the study's variables. To accomplish the study's questions, the researchers used the following statistical tools:

- 1-Reliability Test is conducted on the questionnaire's questions by using Cronbach's Alpha, aiming at verifying the reliability of questions bearing in mind that scale is regarded appropriate if the value Cronbach increases more than 60%.
- 2- Statistical description of the study's sample is conducted in the form of frequency tabulation composed of frequencies, percentages and statistical variables (age, educational qualification, educational fields, years of experience and current job) in order to reveal the general direction of the sample, evaluate the dispersion and standard deviation of respondents' responses.

**5.1 Measurement Validity**

The questionnaire validity is conducted by using the square root of Cronbach Alpha as the following:

Table (3) Statements' Stability and Reliability

No	الفرضية	Reliability	Validity
1	To what extent can KKU students studying an intensive English course use LMS professionally	.085	0.92
2	How the English teachers promote and encourage the improvement of students' skills in using LMS	.069	0.83
3	If the students studying an intensive English course do the tasks and activities on LMS on their own.	.094	0.97
		0.83	0.91

The table above shows that the validity of the 21 questionnaire statements and three domains is ( Between 0,97 and 0,83) which is a very big value. This confirms the validity of the questionnaire.

**5.2 Study Population and Sample**

The population of the study is composed of KKU students who study the textbook, Unlock as a major book for an intensive English course. The researchers selected the samples randomly and distributed 200 questionnaire forms, but he attained only 102. That is estimated as 85% of the attaining questionnaire forms.

Table (4) The Distributed Attainable Questionnaire Forms

Percentage	Number	Statement
85	102	Attained completed questionnaire forms
85	18	questionnaire forms Unattained
%100	120	Total distributed questionnaire forms

The table above shows that 85% of the questionnaire forms were distributed and attained by the researcher. This percentage is statically approved.

Table (5) To what extent can KKU students studying an intensive English course use LMS professionally

Statement	Mean	Std. Deviation	Rate	Order
To what extent can KKU students studying an intensive English course use LMS professionally	4.3235	.93514	agree	2
How the English teachers promote and encourage the improvement of students' skills in using LMS	4.0392	1.08930	agree	1
If the students studying an intensive English course do the tasks and activities on LMS on their own.	4.0392	1.15116	agree	3
	4.133967	1.058533	agree	



The table shows that all the statements indicate that the sample respondents approve of the study question. This statement (To what extent can KKU students studying an intensive English course use LMS professionally) is crucial. It obtains (4.32) in standard deviation. In contrast, the lowest statement is (If the students studying an intensive English course do the tasks and activities on LMS on their own.), and it obtains (0.94) in standard deviation and (1.15) median. This is an indication that the respondents' sample approved of all the statements. The overall median of the statement (How the English teachers promote and encourage the improvement of students' skills in using LMS) is (34.13)

Table (6) Chi-square Test for the questions

Asymp Sig	Chi-Square	Statement
.000	67.706	To what extent can KKU students studying an intensive English course use LMS professionally
.001	18.098	How the English teachers promote and encourage the improvement of students' skills in using LMS
.000	43.588	If the students studying an intensive English course do the tasks and activities on LMS on their own.

The above table shows:

1-The Chi-square among the study samples are(67.706)

2-The semantic indication is (0.00), which is lower than ( 5%)

This indicates statistical differences among the samples' responses in favor of using LMS professionally.

3- The value of the Chi-square of the sample differences is (18.098) in the level of semantic indication(0.001), and it is less value than 5%. This indicates statistical differences among the samples' responses in favor of encouraging and promoting students' skills in using LMS by themselves.

## 6. Discussion

The first question in this study examines to what extent can KKU students studying an intensive English course use LMS professionally. The study results show that the students can use LMS professionally due to the training they have taken. The second question in this study examines how English teachers promote and encourage improving students' LMS skills. The results of the study show that students agree that English teachers encourage them to use LMS continuously, roughly five times per week, to do tasks related to each unit in the textbook, Unlock. The third question in this study examines if the students studying an intensive English course do the tasks and activities on LMS on their own. The results of the study show that most of the students, about 85% do homework on LMS by themselves, and about 15% tend to ask someone to do the homework instead of them due to the time factor and obtaining full marks for correct responses. The study finds that most English teachers tend to impose particular time to do the tasks, usually during teaching working hours.

All in all, the study reveals that the students can use LMS professionally with obvious digital competency, and the teachers motivate them to use LMS for more mechanical drills in terms of language practice and assessment factors. Furthermore, the study has revealed that most of the students use LMS professionally but feel boredom because of lengthy tasks, exercises and activities which consume a long time and the mismatching with the content of each unit with tasks, activities and exercises loaded on LMS, so they tend to obtain help to do their homework.

## 7. Conclusion and Implication of the Study

Based on the above findings, using nexus analysis as a tool for investigating digital literacy and competency in using LMS among students reflect some tips which can be stated:

- More efforts should be exerted on digital competency, and digital transformative culture should be inculcated among KKU's students and teachers even though KKU exerts the greatest efforts on training students and staff to cope with updated progress in the digital sphere.
- LMS should be considered an integral part of course completion; thus English Language Center should impose 30 marks on the course related to automated scoring LMS.
- Cambridge Press should consider the quality of the tasks, exercises and activities on LMS more than the quantity. Hence, tasks, exercises and activities should be short, not lengthy, to sustain and retain students' grit and desire while doing them.

- Cambridge Press should consider designing tasks, exercises and activities matching the unit's objectives and covering language skills and language systems in the unit labeling with scaffolding.
- LMS platform should be tackled during teaching working hours in the English laboratory, and extra mechanical drills and practice should be formed by the end of each unit with consideration of length to be short.

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