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Moodle in English Language Teaching and Learning in Jordan: Instructors and Students' Perspective

Abstract

To support the significance of instructor readiness for the adoption of E-learning, it is necessary to examine the factors affecting instructors' integration of Moodle into their English classrooms, as well as the students' perceptions of those who are learning English by using Moodle. This study had chosen to implement both qualitative and quantitative methods of analysis. The study's subjects comprised 25 lecturers and 150 students. The findings revealed that the lecturers from the University of Amman's School of English used Moodle as part of the English language teaching method. The majority of them used the option of document uploading and sharing function to give assignments to students and encouraged them to access and download the course materials outside of learning sessions to better enhance their competencies in English learning skills. Additionally, it was later discovered that the positive impacts of adopting Moodle during English lessons are as follows: Moodle promotes student-centered learning engagement, anytime-anywhere learning, simplifies course management, and mitigates the expense and time constraint of delivering lessons. The drawbacks of using Moodle in English classes are linked to technological problems, mainly regarding access to the Internet, inadequate professional development given to instructors, and Moodle's efficacy. Students exhibited favorable views regarding English learning by using Moodle as a platform. This is shown through their great computer self-efficacy, system engagement, and user satisfaction.

Keywords: Moodle, Learning Management System LMS English Teaching, Learning, EFL Students, Jordan.

Introduction

Various technological breakthroughs have occurred in the past 10 to 15 years, bringing significant areas of our life better, readily controlled and accomplished through the incorporation of computer and digital technologies. Presently, the most common way to buy a plane ticket, for example, is simply by browsing flight tickets websites. Likewise, with the emergence of Internet and content sharing platforms such as YouTube, Facebook, Instagram and many more, it has gradually developed to become extremely simple for users to instantly upload pictures, videos, and information with hundreds of individuals in the comfort of our home or anywhere possible (Alakrash, Razak, 2021). As a result of such

technologies being readily accessible, everyday personal and work-related activities, such as buying meals, buying things online, and looking for jobs, are becoming tasks that are easily accessible online. Learning and research are also benefitting from this progress, even though at a considerably moderate speed (Fuentes et al., 2012). Many educational institutions now provide web-based platforms for their students to use for online learning, assessment, networking, and assignment submission. Though it is widely known that these techniques had a significant beneficial influence on student engagement and performance, some other techniques could be ineffective and, in certain situations, may far be detrimental. As a result, academic experts and upper school policymakers remain on the

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sidelines when it comes to the utilisation of technology-based teaching and learning as part of the curriculum method (Shen, Lee, & Tsai, 2011). This somehow renders the delays in the complete shift to e-learning and online-based teaching as educators do take precautionary steps. Moodle is known to be one of the most recent technologies to be embraced and recognised in the academic system (Shalatska, Zotova-Sadylo, & Muzyka, 2020). It is a Learning Platform or course management system (CMS) that includes functions such as assignments, tests, and materials exchange between students and educators. Wide and diverse studies have been done to investigate various elements of the Moodle experience on a wide range of levels, institutions, courses, and demographics. Diverse types of video-rich learning management systems were also developed and explored by many researchers, who came to reasonable findings, suggesting that adopting technology-based mediums for educational purposes will most certainly lead to many improved outcomes when it comes to students' academic performance and the convenience of delivering and promoting learning materials (Tessier & Dalkir, 2016). Technological innovations that are being developed frequently have piqued the interest of educational organisations in utilising those resources for skill development. There are many learning management systems (LMS) on the marketplace, including Modular Object-Oriented Dynamic Learning Environment (Moodle), which is an e-learning software platform that is accessible to all and open-source. As a result, several publications in the available literature identify this system as a Course management system (CMC) or virtual learning environment (VLE). Instead, in this research, Moodle will be referred to as an LMS. These e-learning technologies enable students and instructors to continue to utilise them outside of the classroom. Though, particularly the instructor is still required to help with the mitigation and preparation processes. Moodle is a popular electronic media-based learning approach that is built with solid pedagogical concepts to assist educators in creating successful online learning environments (Alhothli, 2015). Moodle enables instructors to integrate conventional classroom pedagogies with a variety of web-based technology into a single online platform (Lamb, 2004). Moodle is recognised as a self-directed, outside-of-the-classroom approach that promotes independent learning. According to (Yang, 2020), students prefer to choose online platforms since they may study at their speed. Furthermore, the Moodle platform is built with a constructive educational framework to improve students' learning experiences. Based on all of the stated aforementioned reasons, the most important element that contributes to Moodle

being chosen as a way of educational practice is that instructors may readily use this platform on the program's website and create a page independently with any hassle-free. Hence, the purpose of this study is to examine the benefits and drawbacks of using Moodle in teaching practices, as well as students' perceptions of Moodle as a medium for learning among English language students in the educational institution.

Literature Review

A detailed and comprehensive review of the literature in the domains of learning methods, comparative analysis, and Moodle-based teaching is beneficial for gaining a better understanding of the current mood of technology in educational pedagogy. The research also assists us in understanding the issues that need additional study as well as current data that may be utilised in future-related topics.

MOODLE Platform

Moodle is a virtual learning platform that allows instructors and students to communicate using discussion and clarifying the course's overview. Moodle stands for "modular object-oriented dynamic learning environment," and it was initially released for use in the year 2002. Founded by Martin Dougiamas (Dougiamas & Taylor, 2003) and managed by Moodle Headquarters and Moodle Community, this software has been recognised as a free and open-source learning platform and has been used by a considerably large number of educational establishments worldwide (Costello, 2013). Because the system is adaptable, individuals and academic users may tailor it to their specific requirements. This could offer instructors engaging and interesting teaching experiences (Yang, 2016). Oproiu (2015) mentioned that Moodle system improves better effective communication involving students and instructors. Students are drawn to get the positive impacts from the use of Moodle for a variety of reasons. Damnjanovic, Jednak, and Mijatovic (2015) found many variables that affect students' choice to utilise the platform, especially when it comes to better interaction, quality expectancy, execution result, perceived efficacy, satisfaction, and nature of the system. Students are generally intrigued with this kind of e-learning and are fulfilled to utilise an interactive system. The goal of Moodle's emerging components is to assist educators and instructors in creating interactive lessons that they could offer digitally out of the normal conventional classroom environment, with an emphasis on conventional classroom-like engagements and interactive lessons development (Moodle, 2014). The Moodle system is comprised of various components. In reality, it

is not typically like many other learning management systems and software programs in the market that function and are modified in sequential order or that are created and controlled by an individual body.

MOOLE and English Language Skills

Listening practice in conventional classroom teaching is usually too restricted in terms of the execution of hearing resources. Hence the Moodle system provides a great platform for a viable alternative that provides an abundance of listening materials. Moodle provides a bunch of language learning features. Moodle's Chatting Room feature, which may be integrated, lays the groundwork for performing listening and speaking practices. Major multimedia sources such as YouTube may be connected to Moodle, providing ESL learners with many options for accessing English auditory content. Moodle includes a specific organisation feature that may track learners' learning period, which may assist ESL instructors in monitoring and supervising students' adherence to studying. Moodle has several features that enable the uploading of audio tracks consisting of various types for students to utilise. Moodle seems to be able to broaden the variety of options available to ESL learners seeking to enhance their listening skills. Throughout the process of studying ESL, online learning is favoured over classroom listening activities.

As previously said, the realistic process of learning a foreign language necessitates actual communication. Speaking practice in the conventional classroom environment may be done in the integrated learning of ESL. Face-to-face interactions may assist learners in better understanding among them. Before that, the instructor may share related materials to the activities into the Moodle platform, including relevant background information material, subject questions, and commonly used sections regarding the topic, that ultimately may assist in equipping the learners with additional knowledge to utilise during discussions. Online chatting is one of the excellent options for students who are too hesitant to practice real-life conversation with their peers. COVELL, a free and robust component created by the EU for foreign language learning, could be integrated into Moodle and functions as a communication platform for students to communicate among themselves to practice English with their peers or native English speakers around the globe, not restricted to only your classmates. It may also be utilised to communicate between educators and ESL students to cope with any issues that may arise. When it comes to the collaborative learning of ESL, the internet-based practice of translation has a distinct benefit since learners may perform

translation practices with the assistance of online references.

ESL instructors may also begin with sharing a piece of text and share it in Moodle's forum and ask students to participate in translating challenges. Following that, the instructor may select some of the translation versions and assist students in evaluating and understanding their translation task. Students may review and assess their classmates' performance and learn to develop better in their translating skills by using multiple types of translation techniques based on similar source material. ESL instructors may also share video content of native English speakers and frequently assist students through the process of making instantaneous analyses and recording their explanations online using Moodle's features. Thereafter, students may go back to the recorded explanation, and they would be able to assess their performance. This enables observation and review of their work to be more efficient and realistic. Hence, gradually may pique students' enthusiasm in performing their reviews on their tasks. Though writing practice may be done in the classroom setting, Moodle provides an additional alternative to assist students, especially those learning ESL. Moodle has several features that are ideal for writing development. A forum, workshop, and wiki provide ample room for ESL students to improve their writing skills through assessments given by instructors. Before writing assessment, students may use the forum to formulate strategies, topics, and formats. The workshop feature enables both instructors and students to examine and give constructive critique and reviews to writings made by other students. This kind of assessment would not only enables students to identify flaws in their work but also provides opportunities for them to grasp ideas from their peers' writings. The lessons' main goal is to help ESL students concentrate on the process of writing instead of just focusing on the outcome. Once ESL students respond to questions or discuss ideas together, they are putting invaluable effort, which may help them to better develop their writing skills.

In interactive learning ESL lessons, intense reading is recommended to be done in conventional classes so that students can fully comprehend the reading materials and instructors can provide immediate guidance once needed. Moodle offers learners a wide and comprehensive set of resources to select from for extended reading activities. Thomas Robb from Kyoto Sangyo University created the Extensive Reader plug-in, which enables language instructors and students to explore as well as share an extensive amount of reading resources. ESL instructors may share categorised reading materials created by Oxford or Cambridge to the Moodle platform for their students to practice their reading. The plug-in also includes a collection of reading

tasks that instructors and students may utilise to examine their reading ability. The mixed reading technique could make use of the two modes of learning and assist students in improving their reading comprehension.

Moodle in Education: Pros and Cons

A careful analysis of Moodle e-learning will let the audience understand its merits about EFL/ESL. They are represented in the following descriptions. Moodle e-learning exposes learners to a better experience in language learning throughout time, leading to increased linguistic competence (Bokovi, Gaji, & Tomi, 2014). Moodle e-learning tools and activities enhance students' language abilities in listening, speaking, reading, and writing. Rymanova, Baryshnikov, & Grishaeva (2015) described that Moodle E-learning creates an integrated educational environment in which learners can participate in various activities. Fast learners and slow learners may work at different speeds depending on their preferences (Nedeva & Dimova, 2010), which substantially would increase independent learning. Moodle E-learning is a user-friendly and interactive platform for educational purposes. Moodle e-learning enables and equips the learners for their future job market, helping them acquire attributes, attitudes and skills that are required in the technology-oriented future (Natalia & Julia, 2018), especially English as the lingua-franca of the day. The learners would get more motivated since they are connected with other peers worldwide due to the Moodle feature that connects users with everyone around the world, exposing more ability to better interact with a vast amount of learners (Dougiamas, 2004). Moodle e-learning enables EFL learners all over the world to practice the language in real-life scenarios. Moodle e-learning has a huge impact on the learners' different learning styles. It allows learners of different styles to use English. Different resources and activities provide chances for shy, active and passive learners and so on. For example, students who are introverted in face-to-face classrooms can involve in chats and Forums, blogs on Moodle e-learning to enhance their communicative and writing competency along with students who are extroverts. Instructors would be able to schedule their time more effectively while delivering the lessons, generating course materials, and minimising cultural disparities that occur during conventional classroom instruction. Administrators may cut the cost needed in producing educational content.

Moodle e-learning is not without its disadvantages. Despite the above advantages of the Moodle e-learning, one can identify the following disadvantages too. In some cases, several learners may struggle due to a shortage of non-verbal communication and the traditional

teaching and learning in classrooms among other classmates. The electronic feedback and description may not be sufficient for the learners as they are very much used to traditional face-to-face instructor feedback. Lack of internet access is yet another demerit of Moodle e-learning. The students who do not have Internet access are disadvantaged over the students who have round the clock net-access. Moodle e-learning may not be appealing to new learners, mainly to those who are not competent enough with handling digital technologies, particularly without the presence of instructor support (Nielson, 2011, Alakrash, 2021). The virtual aspect of Moodle e-learning has a detrimental impact on learners' social interactions (Han, 2009).

Methodology

The purposes of this research study were, firstly, to investigate English language instructors' perceptions of the advantages and disadvantages of the use of Moodle. Also, the features of Moodle in teaching practices. Secondly, to students' attitudes towards the use of Moodle in learning English. A mix-method research design of both qualitative and quantitative is used. Eight full-time English language instructors from the Jordanian government universities and 150 undergraduate students and responded to the questionnaire. While instructors were then interviewed using semi-structured interviews. Firstly, the questionnaire was adopted to examine whether instructors used Moodle in their English language teaching. Secondly, interviews were used with instructors who implemented Moodle into their instruction. The questionnaire was derived from the Moodle characteristics table in O'Reilly's "Using Moodle: Teaching with the Popular Open Source Course Management System" (2005). The semi-structured interview consisted of seven critical questions. It was carried out in response to the two research questions. It was carried out in response to the two research questions. The validity of the questionnaire and interview questions were reviewed for development and approval by course advisors. Revisions were made based on the feedback obtained from the above procedures. Both the questionnaire and the interview questions were reviewed and accepted by the course advisor prior to being distributed. The interview was intended to elicit views and opinions from the participants (Creswell, Klassen, Plano Clark, & Smith, 2011). According to the interview's protocol, instructors were interviewed based on the use of their features of Moodle. Related questions of the study about the advantages or disadvantages of Moodle were used to interview them. Also, they were asked to suggest benefits and comments for people who are interested in the use of Moodle. The qualitative information

was analysed from the answers from the questionnaires and transcriptions of the interviews. A phenomenological framework was employed in the study (Creswell, Clark, & Garrett, 2003). Several themes had categorised after the transcriptions were coded. The results from the study were synthesised.

Findings and Results

Instructors' Experiences Using Moodle

According to the results of the questionnaire, instructors were divided into two groups based on their use of Moodle: instructors who regularly used Moodle in their instruction and those who did not use Moodle. It was found that six instructors of eighteen used Moodle in their English language teaching for this trimester. They have used Moodle for approximately two to four years. Also, it showed that four instructors used Moodle with one English course that they are responsible for during this term. Two instructors used Moodle with more than two English courses for this term. They all had spent more than two hours per week preparing the content online. They had students use Moodle within the regular class setting for between one to two hours a week. They also had assigned students to work on Moodle outside the regular class for more than two hours a week. Two of them considered their skill level as Moodle users as beginners. Three of them considered themselves to be intermediate users. And one considered herself as an advanced user. In terms of the non-users of Moodle, twelve instructors of the eighteen do not use Moodle in their classrooms. The reasons were as follows: not familiar with the Moodle system, no time to create a course online, insufficient training on using Moodle. According to unfamiliarity, they said that they were new and had not gotten used to the Moodle program. They knew some features and functions of Moodle; however, they did not know them well enough to use it. Moreover, they were unable to develop an online lesson due to time constraints. Some instructors stated that their busy schedule made creating online material for students challenging. Ultimately, they decided that they needed additional training to be able to utilise Moodle as one of their teaching techniques, hence came to the reason for the argument cited that one of the reasons for not utilising Moodle was a lack of training.

Moodle Features used by English Language Instructors

Six English language instructors who utilised Moodle on a constant schedule in their teaching practices came up with a number of Moodle functionality applications. Based on the findings, the following Moodle feature classes have been

utilised: Creating and maintaining course material via the use of forums, chat, and conversation, projects and activities, student workgroups and peers' reviews, student log and document submission, class schedule, timetable, discussion forum, online tests and assessments, and student grades and evaluations. Instructors mostly utilised this tool for educational tools or teaching while developing and maintaining course material. This is the most often mentioned characteristic among the eight instructors. This tool was used to upload related lectures and assignments. Online activities such as listening are given so learners may attend whenever they are available and practise at any location and whichever time they prefer. According to one instructor, the advantages of this feature are as follows:

"Moodle is the platform which I mainly use to upload and share documents. I use Moodle to share the listening assessments since it is convenient for students to access them online, and hence it would be easy for them to view the listening passage. I generally use it for listening activities rather than reading."

The next feature, using forums, chat and dialogue, is another favourite feature among the eight instructors based on its characteristics. Students were instructed to use this platform to talk or hold a discussion, and the subjects of conversation were usually linked to their prior lectures. The majority of instructors recognised the advantages of this component; though, one instructor stated that talking was not very beneficial to his students since they talked in informal ways and hence rendered them to be prone to practice poor language use. Integrated vocabularies were considered essential for students' English language development in their assessments and projects. Students would be equipped to grasp the learning material if they have an extensive glossary. One instructor commented on the usefulness of this feature as follows:

"I also use an embedded glossary. This is very important because a lot of students in my class possess very limited knowledge of English vocabulary. So I have to give them a lot of vocabulary. While students are doing their reading activity, if they don't understand, they can go through the glossary links to find the answers."

Next, the instructors discussed students' workgroups and peer reviews. Students were asked to review their friends' work and gave some comments on it. There should be caution when

assigning students to criticize their friends' work. Some students might not be able to justify making comments on their friends' work. According to one instructor's comment, she thought that some Thai students didn't criticize honestly. Even when they criticized honestly, their friends were possibly unhappy. They may check to see who evaluated their work and provide feedback. Document submission was considered essential for students to complete and submit their assessments online when it comes to journal and document submission. This approach renders it simple for students to turn in their homework. This would also be useful for instructors to verify students' work. For students journals, it was seen as a benefit for students; however, one instructor commented that the university's Moodle system was old-fashioned, so the journal part was not usable for students. The next most popular components mentioned by instructors were class schedules, calendars, and bulletin boards. The timetable was intended to inform students of the upcoming planned events so that they would be able to make preparations before attending the assignments. Instructors also viewed pop quizzes and evaluations as beneficial aspects to students. The hot-potatoes quiz was popular among pop quizzes because it enabled students to attend those questions in a variety of formats, such as fill-in-the-blank or true/false options. For the surveys, students were asked to give opinions or suggestions according to what they were assigned to share. Lastly, in the assessment section, students' scores and assessments were evaluated. Due to this mentioned functionality, students' grades may be recorded in the Moodle system. Some instructors used them as self-assessment. One instructor claimed about her use of this feature as follows:

"I used to use Self-assessment, but I don't use it anymore. I think that letting students grade each other is not quite reliable. Students have to learn and have to know more about criteria on grading someone else's work."

Pros and Cons of Using Moodle in English Language Teaching

According to the instructors' interviews, the advantages of using Moodle were categorised into three groups. Moodle, for starters, promotes student-centred development. Students may use the online resources to practice working on Moodle. Material may be explored based on their concerns and level of competence. Moodle provides instructions and is accompanied by relevant activities to allow them to be flexible in their study. Secondly, Moodle allows learning to take place at any time and from any location. This feature allows students to learn online anytime

and anywhere they choose. Besides studying in the classroom, they are provided opportunities to study based on their times of convenience. Thirdly, Moodle makes course administration easier. Instructors are viewed as subject admins in Moodle due to their responsibility to incorporate and giving instructions regarding course materials and execution of tasks. Instructors are given helpful tools for conveniently administering the course based on Moodle's qualities. Moodle is useful for instructors in a variety of ways. They may, for instance, utilise Moodle to generate or save files. Moodle is known to be a tool for transferring information. Lastly, Moodle helps to decrease the expenses and complexity it takes to provide education. Instructors would be able to save more time while generating teaching plans. Furthermore, they conserve paper since the resources are available digitally, and students may browse websites without the need to print out their work. They do not need to have any budget for these materials.

Limitations are classified into three sections: technical issues, instructor issues, and Moodle efficacy. As for the technological issue, system-related concerns were cited as impediments to Moodle's technological difficulties. For example, the stability of the network and the people who maintain it contribute to problems in the use of Moodle. The instruction problem is seen as the next obstacle of Moodle among instructors. They need things such as training and time to get used to Moodle so that they get the benefits of Moodle. When it comes to Moodle's efficacy, the capabilities and choices make it challenging for instructors to utilise the system. Some functions of Moodle are claimed to be inappropriate for students.

Students' Learning Using Moodle

The questionnaire results on students' views of the Moodle system were analysed across five variables: (a) computer self-efficacy, (b) perceived ease of use, (c) attitude, (d) system use, and (e) personal innovativeness in the area of information technology. Table 1 displays the findings based on these five variables.

Table 1.

Students' perceptions toward the Moodle (n = 150)

Categories	Mean Score	SD
Computer self-efficacy	3.84	.595
Perceived ease of use	3.69	.639
Attitude	3.89	.389
System usage	3.89	.768
Personal innovativeness in the area of information technology	3.95	.918

Students feel they are competent in navigating technology, especially computers. This is due to the recorded mean score of their answers to the first variable (computer self-efficacy) is $M = 3.84$ ($SD = .595$). Students also considered the Moodle platform is simple to adopt, with a mean score of ($M = 3.69$, $SD = .639$) for the second variable (perceived ease of use). With a recorded mean score of ($M = 3.89$, $SD = .389$), respondents' opinions about Moodle are favourable. The mean score for students' reactions to Moodle use is ($M = 3.89$, $SD = .768$), indicating that students use the platform regularly for learning purposes. The mean score for participants' answers on personal innovativeness in the area of information technology is ($M = 3.95$, $SD = .918$), suggesting that students are creative while using the system.

Students' hesitation to use digital platforms such as Moodle may be linked to a lack of technical skills, issues with use, preconceptions, or a lack of creativity based on the perceptions of the learners. The results of this research showed that, even though students were self-efficient with the adoption of technologies, considered the system simple to practice around, had favourable attitudes and were also creative, they did not utilise the system quite often. As a result, it would be claimed that conventional teaching and learning ideas are routinely developed and integrated into instructional practices, whereas the adoption of new technology takes time to become fully adaptable among users.

Discussion

Teaching and learning that is driven by the use of technology are considered to be one of the millennium requirements for the born of generation that is computer-literate. As a response to this problem, Moodle was introduced to support continuous practices among school students by offering a range of supplementary resources for English language study. Moodle has also been proven to be successful in foreign language teaching in certain research (Cuadrado-Garca & Ruiz-Molina, 2009; Alakrash et al., 2021). The attitude of developing countries such as Jordan requires a change away from conventional ways of memorisation towards creative student-centred education. The incorporation of system technology in teaching and learning practices would allow borderless access to a wide range of courses and inclusions of subject matter (Bakia, Shear, Toyama, & Lasseter, 2012), whilst formal education has been seen to possess growing demands concerning the practices and essence of methodological approach (Griffin, Care, & McGaw, 2012; Voogt & Knezek, 2008). In terms of the students' views of the Moodle system, the current research found that they had prior knowledge of digital technology

and were capable of coping with recently integrated technologies. Some developed-country education systems have incorporated information and communication technology (ICT) into their teaching and learning practices for over a 25-year or longer (Tatnall & Davey, 2014). Nonetheless, the key problem is that the execution has not been widely adopted for teaching or learning, let alone it would result in the range of advantages anticipated from the expenditure.

Moodle is highly perceived as a strong E-learning platform for educators. In this study, we discovered that Moodle promotes student-centred teaching and learning at any time and from any location. Since the instructor is also the subject administrator, Moodle works by simplifying course management. Furthermore, it aids in the reduction of expenses and time spent on instruction delivery. Moodle is a powerful E-learning tool for instructors. In this study, we found that Moodle facilitates student-centred learning and anywhere-anytime learning. Moodle makes course administration easier as the instructor is also a course administrator. In addition, it helps to reduce costs and time of delivering instruction. However, the school should prepare a solid support system for instructors who use E-learning, such as a good Internet connection and enough budget to maintain the system. The problems of the effectiveness of Moodle itself are difficult to solve. Therefore, instructors should prepare a backup plan when they start to use Moodle in their regular classes. An instructor mentioned that technology will not be available for us all the time, so we have to prepare traditional classroom activities as a backup whenever technology is not supported in class. Instructors who are still afraid to use technology should open their minds to try to use Moodle themselves. An instructor suggested that using Moodle to create a course online is not as difficult as they have thought. If they know how to use it and practice more often, those instructors could change their minds.

The instructors like to use the uploading and sharing documents feature when they create a course online. One instructor shared that she used this feature to assign students to work on exercises. Another one explained that she asked students to practice their listening skills from a website that she linked to Moodle. Some of the instructors agreed that students like uploading and sharing documents in Moodle because they can download learning materials anywhere and anytime they want. Besides, instructors can put answer keys of the exercises into Moodle for students to do self-study. According to the results, which is related to what has been mentioned by Goodwin-Jones (2004), who said that Moodle allows for better integration of a wide variety of materials, including text-based or

HTML-formatted documents, multimedia materials, mainly audio recordings, videos, and graphics. Most students who use the forum and chat features to complete their assignments were satisfied with the function. Cole (2005) agreed that a forum and a chat room are useful discussion mechanisms in Moodle system. However, some instructors did not know how to set up a chat room for their students to use. An instructor who employed online discussion stated that he allocated students to discuss a subject that he had just delivered to them during the previous lecture among their peers to evaluate their understanding. He used the last ten to fifteen minutes of the class for students to participate in the activity, and students enjoyed it.

One instructor expressed that she liked to use Embedded Glossaries because it helped her students to increase their vocabulary. She also added that this function was very important for her students because most of them had very little knowledge of English vocabulary. They could use the glossaries to clarify the unknown words to complete their assignments. The experience of Moodle is a powerful determinant for each instructor to determine which of the Moodle feature they need to apply. One who has been using the program for a long time will choose and adapt more feasible features to use. Those who are beginner users will have a limited choice of features to use to create their courses. Therefore, instructors who use Moodle more often experience satisfaction and success in creating a course online with alternative tools.

Conclusion

Technology had an impact on English teaching and learning practices in the Jordanian educational system. The use of Moodle, a multi-functional Learning-Management System (LMS), is incorporated into English language courses to improve students' performance in learning English. To support the significance of teaching practices for the adoption of E-learning, it is necessary to investigate the factors affecting instructors' integration of Moodle into their English classes, as well as the students' perceptions of those who learn English through Moodle platform. In this study, both qualitative and quantitative methods have been used. The study's participants included eight lecturers and 150 students. The findings revealed that instructors from the University of Amman's School of English utilised Moodle in their English language teaching. The majority of them used the features such as document uploading and sharing tool to distribute assignments to students and encouraged them to access learning material outside of the lecture period so that they could improve their English learning skills. Moodle was also discovered to enable student-centred

learning and as a great option for extended learning methods. They could access course materials anytime they wish. Furthermore, it simplifies course management and lessens the cost and time required to provide teaching sessions. Students were passionate regarding the use of Moodle system to study English. Unfortunately, since connectivity and technological issues were addressed in the study, there are a few perceived drawbacks to utilising Moodle in English language education. The following are the key advantages of using Moodle in teaching and learning English: Moodle promotes student-centred learning, allows for anytime-anywhere learning, simplifies course management, and mitigates the cost and time required to provide teaching. The drawbacks of using Moodle in English classes are linked to technical problems such as Internet connectivity, inadequate training possessed by instructors, and Moodle's efficacy.

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