

The Constructivism English Online Teaching Moodle-Based Integration in Higher Education Context

Rizky Eka Prasetya

Fakultas Ekonomi dan Bisnis, Universitas Budi Luhur, Indonesia

rizky.ekaprasetya@budiluhur.ac.id

* Corresponding Author



Received 11 November 2022; accepted 5 June 2023; published 30 June 2023

ABSTRACT

The online environment has been transformed all educational contexts of Higher Education in Indonesia. This situation occurred because of the Covid-19 pandemic. The constructivism notion became undoubtful to be implemented in English pedagogy online Moodle environment. Nonetheless, there are a few investigations to the capabilities adopt and accept in Moodle system and specification feature. The study aims to explore, investigate, and confirm the constructivism establish in English language teaching in the Moodle LMS platform. The study used a qualitative research approach ethnographic case study method to investigate an issue and get a thorough knowledge of constructivist philosophy in Moodle. The research focuses on 43 English lecturers in Higher Education in south Jakarta who are also transitioning to online instruction. A constructivist Moodle-based online environment was established using an electronic open-ended questionnaire and structured interview. The thematic analysis found the characterization of constructivism theory implements in Moodle-based. It included multiple resources material, engaging language learners' experience, utilizing learners' feedback, encouraging conversation, enhancing learners' cognitive process, initiating learners' autonomy environment, providing data and supplementary resources, and facilitating written interaction. The constructivism philosophy had been in integrating sufficiently in teaching English Moodle-based. The Resources and Activities had supported its features inside the system

KEYWORDS

Constructivism
online learning environment
Moodle
English Teaching
Higher Education

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



1. Introduction

Due to access constraints, the COVID-19 pandemic has significantly influenced higher education since institutions and nations have cancelled conventional classroom learning meetings. While higher education institutions were prepared to abandon conventional lectures in favour of online instruction, these interruptions discomfited learning and difficulties, including students' learning loss. In light of technological advancement, the concept of traditional teaching has changed drastically. Physical classroom attendance is no longer the sole method of teaching and learning. The education revolution continues entering a new age – the online education revolution. There was no reason to reject the skepticism around online education.

Online English language learning enabled English educators or lecturers to provide courses to students more efficiently. Al Fadda (2019) said that internet education employed various materials, including movies, papers, and webinars, which may be included in instructional strategies. The networked environment allowed students to enroll in courses anywhere on their chosen location. Instead of being limited by physical constraints, it also enables universities to connect with a broader network of learners. Famularsih (2020) emphasized that online education was far cheaper than conventional learning. Each English language learner maintains a distinctive route and has a distinct learning style. While some individuals enjoy visual learning, others prefer auditory learning. One of the most challenging components of online courses for many learners is staying focused for lengthy hours on the computers.

In response to the increasing usage of the internet for educational purposes, a variety of web-based technologies were developed. Few studies have attempted to explain or establish the link between these technologies and our understanding of language learning. Many platforms, such as learning management systems and virtual learning settings, are already in place to meet the rising demand for online education. There are many tools available on these platforms that promise to aid with learning, but here is where the trouble lies. As far as we know, these platforms do not provide much value in education or learning.

The productivity of English for Specific Purposes courses was determined by using the LMS Moodle for both synchronous sessions and asynchronous learners' self-study through the platform's activities. Moodle established a collection of different teaching and self-study resources (Yurzhenko, 2019). Comprehensive work that includes exercises and self-study enhances the didactic potential of the material, making it more engaging and applicable to the intended audience.

Moodle implies a modular platform, meaning segments may be combined or discarded as required depending on the English lecturers' assessment of the group's demands. This enhancement or deletion of information may be accomplished certainly simply from any computer with an internet connection. Additionally, Iwata et al. (2017) determined that an English instructor may restrict module access based on time, circumstances, or user profile data. Moodle has a variety of tools that promote collaboration and social interaction while students are studying. Forums are simple to start up and maintain. Peers may publish, share, and comment on assignments.

Additionally, Istifci (2017) explained that there was a higher likelihood that English language learners might be easily sidetracked by social media or other websites that provide online learning. Another significant obstacle to online education is an internet connection. Preserving a constant connection at an acceptable speed in smaller cities and towns is difficult, according to Huang (2016), who emphasized the internet coverage has risen considerably in current years. Students may gain a great deal by being among their classmates. However, in an online class, physical contacts between students and instructors are limited. Online education necessitates that instructor have a fundamental knowledge of how to use digital forms of learning.

Moodle's open-source nature is a critical feature that distinguishes it from competing for online Learning Management Systems (LMS) (Gulbinskienė et al., 2017). Constructivism supported that understanding and actuality are constructed inside the learner, a philosophy that matches the concept of Moodle as a learning management system software in which users build or can form their output. Bataineh & Mayyas (2017) discovered that Moodle's open-source nature enables it to be modified and enhanced by the individual. Constructivism recognizes the critical role of social communication, collaboration, and relationships in the educational process. Moodle has developed a comprehensive society of individuals who collaborate, innovate, and engage in the Moodle product. Ayan (2015) completed that a privately created LMS would be unable to leverage the strength of these connections and is regularly concerned as receiving been produced in isolation from the community. Moodle's activities are designed to provide English language learners with influence over the course's shared material (wikis, forums, glossaries, databases, messaging). This scenario enables students to contribute to and enhance the course environment for others, effectively serving as teachers. An instructor may differentiate access to various activities within a course, obscuring the boundary between English language learners and their lecturers.

Constructivism pedagogically signified that the most significant way for language learners to gain language actively takes part in their learning (Finnegan & Ginty (2019). Opportunities were implemented for English language learners to build on previous knowledge and understanding to create new information and understanding. Gluchmanova (2016) added that English instructors should consider learners' prior knowledge and provide opportunities to apply it. The role of knowledge construction, student involvement, community interactions, and pacing

in learning should understand these constructivist approach principles impact practice. This processes how a virtual learning environment may implement a constructivist learning approach to decision-making and learning. Abdula et al. (2020) established that Moodle was a set of integrated technologies that enable online learning administration by providing a delivery method, student monitoring, evaluation, and resource accessibility.

The capacity of Moodle to facilitate knowledge building has been extensively established. Online forums facilitated learning about cultural diversity and social injustice and provided instructors with valuable input on complex language learners. With the proper pedagogical design, English language learners may create realistic online conversations that provide signs of higher-order learning. Feizabadi et al. (2016) asserted that Moodle enables learners to interact and communicate (exchange) online material. English instructors may scaffold pupils doing a regular activity, thus fostering a community of learners.

Earlier studies have constructed a range of findings related to the constructivism aspect of online teaching. According to Reid-Martinez and Grooms (2021), the research findings determine if Moodle fundamentally promotes constructivism principles based on the larger social constructivist conceptual perspective. On the other hand, social constructivism reinforces the constructivist approach by emphasizing the role of culture and environment in comprehending what occurs in the community and producing facts based on this comprehension. (Cunningham and Bergström. 2020). Makri and Vlachopoulos (2019) found that recognizing creation, participatory engagement, interpersonal interactions, and scaffolding and determining if Moodle may need instructional complement, these characteristics have not been distributed in Indonesia's universities or higher education institutions. None looked at the critical Moodle utilized constructivism English online teaching. Moodle had confirmed relevant to the English pedagogy in the Higher Education context. There are multiple studies exploring, determining, and evaluating the achievement of English language learning and teaching (Al-Jarrah et al., 2019; Aljohani, 2017; J. Zhang & Lin, 2018)

Additionally, no publications or research regarding constructivism technology enhancing English teaching used a thematic analysis qualitative methodology. With a focus on English lecturers' experience as the primary data, the present study's objective was to examine the admissibility of Moodle integration to deliver constructivist English online teaching. The study of English online pedagogy has become an essential aspect of Moodle implementation. However, little information concerned the application of constructivism characterization in the university context. his field research aimed to investigate both real experience and perspective congruence from the English lecturers with the research question 1) How does constructivism shape the English teaching Moodle-based? 2) What Moodle feature can be integrated into the constructivism English teaching?

2. Method

2.1. Research Design

In order to better comprehend the role of constructivism in English-language online instruction at the university level, this study used a qualitative research approach and it focused on the growth of constructivism Moodle as the fundamental phenomena that needed to be explored and understood. Qualitative techniques may be used to elicit detailed information regarding creating an English Moodle online course, such as experience, viewpoint, thinking processes, and assumptions that are too complicated to disclose or expose through the traditional practice. This approach detailed how participants learned to teach English in a Moodle-based setting. The ethnographic case study method was used to investigate an issue and thoroughly understand constructivist philosophy in Moodle as a Learning Management System. Online focus groups and interviews are adaptations of classic procedures that use online platforms rather than in-person interactions. People have become used to using a variety of platforms and apps to transmit at least parts of their everyday contacts and interactions online due to our rapidly evolving digital society and, more specifically,

this particular COVID-19 epidemic. We highly recommend having participants participate in a brief one-on-one session with the researcher to ensure easy participation, particularly with focus groups, to avoid unanticipated technological challenges. Additionally, doing so gives participants the chance to learn how to utilize a certain program's capabilities. It is also crucial to understand that, although the systems often permit a high number of participants each session, videoconferencing functions best when just a few individuals participate.

2.2. Participants

The research used a purposive sample approach that includes snowball sampling to select a diverse group of English lecturers with expertise teaching English language courses using Moodle. This sampling approach is intended to maximize possibilities for comparative study of English lecturers with a range of backgrounds and experiences using online Moodle and conducting English for Specific Purposes in their University and Higher Education. The focus of the study is 43 English instructors in south Jakarta who are undergoing a comparable transformation of their teaching to an online setting. It was their responsibility to educate in complete virtual learning to avert the pandemic Covid-19. They were efficiently attainable and available to take part in this research. Integrity was retained despite difficulties analyzing and interpreting the diverse English lecturers' demographic backgrounds. Intertwined data from data collection and analysis may be a great starting point for understanding diverse knowledge. The research was conveyed in a narrative format, recollecting its dynamic essence and the many elements of the lecturers' experiences.

2.3. Instruments

The 21 electronic open-ended questionnaires and 8 structured interviews were utilized to understand the complexity of establishing a constructivist Moodle-based online environment. Instead of reacting to respondents' answers, open-ended inquiries did not present them with a predefined set of answer options. The questioner instrument had been examined Eldeeb (2019), which concentrated on the impact the constructivist English teaching in the classroom. Meanwhile, the structured interview question was adopted from Sulisworo & Santyasa (2018). Qualitative research techniques and exploratory investigations often use open-ended questionnaires. In qualitative studies, semi-structured interviews have both advantages and disadvantages. Offering information when participants cannot be viewed directly and giving certain private information are only two advantages. Semi-structured interviews were accommodated to complete the response. The flexibility of interviews makes them ideal for gathering data because this approach allows researchers to pick up on sensitivity and non-verbal indicators. Despite interviews being effective instruments for gathering data, they are time-consuming, inclined to interviewer bias, uncomfortable for the respondent, and challenging to keep anonymous. The interview agenda focused on the following two essential topics: lecturers' demographics and experiences with an emphasis on their life's economical, academic, cultural, and emotional factors.

2.3. Data Analysis

This article's thematic data analysis method organizes and simplifies complex data into understandable codes, groups, and topics. The gathered data were analyzed using the thematic data analysis method. Thematic analysis is an iterative research technique that provides a potentially rich and comprehensive but complicated description of facts. Herzog et al. (2019) outline six phases of thematic data analysis: getting to know the data, making first codes, searching for themes, assessing themes, characterizing and recognizing themes, and presenting findings. The data collection used in the research are online semi-structured interviews and focus groups. Semi-structured interviews use a theme framework to gather data. Questions are not ordered or phrased. The thematic or content analysis begins. This includes "coding" phrases, patterns, or repeated answers into labels or groups for better analysis. Several semi-structured interviews are open-ended. Therefore the topic analysis is more common than qualitative research. In order to answer a study issue, the study utilized methodological triangulation, which involves operating various methodologies to approach with the similar topic. The study utilized the personal interview with the qualitative source. Online interviews are implemented with various groups of respondents. Using these methods can avoid the study biases

3. Results and Discussion

3.1. Finding

Interviews and open-ended questioner centered on trust and the participants' perspectives regarding their experience with an English online Moodle-based environment. Dual aspects were analyzed and determined as participants' perspectives of principals involving constructivism Elements and Moodle feature support with English language learning online. Open-ended questions have been used independently or in conjunction with other interviewing methods to elicit detailed information about a subject, comprehend processes, and discover possible explanations of observed connections. The classifications included multiple resources, material, engaging language learners' experience, utilizing learners' feedback, encouraging conversation, enhancing learners' cognitive process, initiating learners' autonomy environment, providing data and supplementary resources, and facilitating written interaction. Moodle, on the other hand, enables minimal scaffolding, most notably conceptual scaffolding. Furthermore, instructors use Moodle to integrate social constructivism ideas into the conventional online course environment

Table 1 Characteristics of a Constructivist English Lecturers

| Theme | Subtheme | |
|---|------------------------------|---|
| | Moodle Integration Resources | Moodle Integration Activities |
| Multiple Resources Material | Book, File, Page, URL | Glossary, Survey, Wiki, External tool, Lesson |
| Engage Language Learners Experience | Book, File, Page, URL | Assignment, Quiz, Survey, Wiki, Forum, Choice |
| Utilize Learners Feedback | ---- | Survey, Wiki, Forum, Choice, Assignment, Quiz |
| Encourage conversation | ---- | Chat, Feedback, Forum, Choice |
| Enhance learners' cognitive process | Book, File, Page, URL | Glossary, Survey, Wiki, External tool, Lesson |
| Initiate learners' autonomy environment | Book, File, Page, URL L | Survey, Wiki, Assignment, Chat, Choice, External tool, Feedback, Forum, Glossary, Lesson, Quiz, |
| Provide data and supplementary resources | Book, File, Page, URL | Lesson, Quiz, Survey, Wiki, Forum, Glossary |
| Facilitate written and verbal interaction | ---- | Quiz, Survey, Wiki, Forum, Glossary |

Multiple Resources Material

Online learning information is commonly applicable in numerous configurations, included textbooks, visualizations, voices, and outputs. The English lecturer's user may utilize various online learning mechanisms to adapt his or her learning environment to his or her unique learning requirements. They may potentially result in increased competition in the future for determining inclusive learning environments. English lecturers must have a working understanding of and competency with technological opportunities to facilitate learners' selection and draft the most convenient technology. Language learners utilize internet mechanisms to gather knowledge, investigate new conceptions, and perform general investigations. Due to digitally enhanced online material improvements, English online learning tools are a popular source of knowledge for university-level English language students. They are no longer restrained to electronic materials created and maintained by their institutions; they may now independently explore various online learning devices.

Our English course utilizes maximum attempt on the best feature in Moodle, and we were collaborated to prepare and maintain the online content learning in Moodle. The English

course designers were technical support and English lecturers. We adopt resources and activities to the system, specific on the book and file Moodle feature. Participants 12

English teachers may utilise some information, such as a file or a link, to help their students learn the language while using the Moodle platform. With Moodle, educators like English language lecturers may include many instructional materials in their lessons. A teacher may add materials through the 'Add an activity or resource link' while editing. Resources are represented by a single link with an icon indicating the resource in front of the item. Book and Multi-page materials that take on the appearance of a book. IMS Common Package (CP) export is unrestricted for textbooks created by educators (admin must qualify instructor role to export IMS). An image, a pdf document, a spreadsheet, a sound file, or a video file are all examples of files. The learner views a single scrollable screen created by the instructor using the powerful HTML editor. URL - Educators might guide the learner to any website that their web browser can access

Engage Language Learners Experience

English instructors must adapt to the changing forms of learning from face-to-face contact to online interaction. They must identify any suitable instructional techniques that are compatible with online learning. Online conversation is one of the most often used techniques. The online conversation has several advantages, including a live audience, updated information, and greater subject emphasis. Questioning is critical to instructors' competence to organize classes, engage students in the material, encourage participation, and improve comprehension. Questions differ in terms of their quality and importance. However, the number of questions must be evaluated considering general time limitations and the demand to minimize instructor talking time while increasing student participation. Referential questions serve as the foundation for brainstorming a subject, creating interest and topic-related vocabulary during the lead-in to a session. When students are arranged with language, questions are adopted to obtain previous information and draw them toward identifying patterns and refining assumptions about the language's usage. Questions on noticing are used to facilitate learners in classifying the language in the background.

We start the online course with the written and spoken conversation in the session. We knew that Moodle's effective synchronous interaction was the disadvantage. To begin the class, I begin the session by using many related issues and letting learners respond to the question. We use a forum to accommodate the question and respond in the Moodle system because it adequately effectively engages language learners to share their ideas in English foreign language. Participants 13

Language learning was involved in the online learning process, and their improvement was evaluated through activities, which were interactive mechanisms. Moodle emphasized all the usual features that English instructors foresee from a learning management system, incorporating assignments, forums, quizzes, and collaborative activities like glossaries and wikis. English instructors and language learners could communicate and participate using Moodle Forums. Instructors created discussion questions or, depending on the forum representation, empower students to initiate topics. Course members would later post responses. It depended on the forum contexts, and course members may subscribe if they need to accept an email replicate of each post referred to a specific framework.

Utilize Learners Feedback

Any opinion of a student's performance or conduct was examined as feedback. It may choose the construct of uttered, typed, or sign communication. The intention of feedback in the assessment and learning process was to encourage language learners to develop, not to diminish their accomplishments. The process of applying feedback must be valuable to the learner's minor objective. Negative feedback permits the potential to demotivate students' effort and

performance. English Instructors were competent for fostering a student's learning and giving feedback not to feel defeated upon dropping the online classroom. Providing feedback included explaining to language learners what they were working correctly and false, highlighting what they were doing correctly. When students were explained both accurate and incorrect work, it contributes to their learning. One method guided your reports employing the idea of a compliment and correct style.

It was convenient to give feedback to learners and take suggestions from them in the online environment. We need to have a better understanding among online members pedagogy. There is easier to have a misunderstanding with the simple things in the virtual context. I put individual learners' feedback in the quiz or assignment feature activities. Nevertheless, forum, choice, and wiki were adequate for a practical written discussion related to the topic or feedback. Participants 7

It was critical to design practical English online learning courses. The course should be adapted to the requirements and preferences of language learners and should advance as the course develops. The principle's functionality and knowledge with available capacities were significant segments in establishing a compelling online course. As discussed before, the Moodle LMS has several functions. In Assignment, an English lecturer could supplement feedback through the grading interface, which also boasts a medium to annotate directly into any document English language learners submit. The quiz feature was alternatives to add comments and feedback to finished attempts when evaluating the answers. the English lecturers might accommodate learners with feedback based on their entries in Journal.

Encourage conversation

The sort of situations instructors ask during teaching affects English language learners' cognitive processes. English instructors in online classrooms may ask two kinds of questions: open questions and referential questions. Display questions elicit replies that the instructor already recognizes and are then possible to be concluded. These questions assess students' proficiency and provide for just one correct response. Additionally, they discourage lengthy responses. English lecturers need a personal or brief answer demonstrating low-level thinking. These questions are arranged to evoke information. Open-ended questions are a skillful approach to reach the English language learners' thinking and better understand how they understand. English teachers ask learners to provide lengthy answers and to reason, evaluate, and reflect. Integrating open-ended inquiries into daily routines and class preparations may be challenging. Moodle may accommodate English lecturers and change the online classroom's learning environment and how your learners think about the actual issue. English lecturers have included three resources below to help you learn more about open-ended questions and accommodate them into the online course. Instructors' inquiries are an intrinsic part of the virtual dialogue and are decisive for promoting student learning in the online situation

The online environment had a broad range of various teaching approaches and styles. Asynchronous online learning referred to the indirect conversation employ by the written medium. On the other hand, synchronous online learning indicated direct conversation. Interaction face to face was essential in teaching and learning the English language because it related to the cooperative conversation among the pedagogy members. Participants 15

Moodle's built-in communication tools empower teachers of English to engage their students in various ways. The forum may be used for asynchronous discussion, Chats for real-time collaboration, and Messages for one-on-one contact between teachers and students. Members may engage in real-time conversations via text using the chat activity module. This situation is a great way to learn more about one another and the topic. Managing a chat room is quite different from moderating an asynchronous forum. The Chat component includes various tools for recording and

analyzing online discussions. There is no hard and fast rule about how often people should visit the chat: it might be a one-off or a regular part of the schedule. Conversations are archived and made viewable by anybody or restricted to those granted access to the chat history. Chats are most valuable when the people involved cannot meet in person.

Enhance Learners' Cognitive Process

Numerous cognitive-linguistic processes bolstered the validity and correctness of the basic concept of a taxonomy of thinking skills. The Taxonomy's primary pattern, in which information is progressively more complex from a beginner's level to a master's, is not backed by evidence. Knowledge is necessary for understanding. Both are needed for implementation and following the taxonomy of increasing distinction. Online cooperation through group conversations is associated with improved learning possibilities because group discourse is essential for developing individual critical thinking in online settings. The word cognitive presence is used in this paradigm to refer to "the degree to which learners may create and reinforce meaning via prolonged conversation within a critical community of inquiry. On the inquiry model, cognitive presence stresses the significance of social presence in their society. Social presence refers to the feeling of connection between individuals who interact in online settings due to participants projecting their traits into the community of inquiry, thus presenting themselves as genuine people.

Our English online learning course was relevant for the independent learning process. The activities were distinguished from the traditional classes. English online language learners may choose to study on material, assignment, quiz, or topics. The process flow was maintained for learners to accommodate or improve their understanding. Resources and activities Moodle feature facilitates English lecturers to establish their approach in the course. Participants 1

Most communicative abilities may often be reduced to a collection of cognitive that must be taught to perform tasks in the actual world. A cognitive basic is an operation on a collection of inputs that humans can do. When the inputs are concepts or predicates, they are referred to as cognitive operations. When the inputs are calculable values, it is applied to computational operations. Moodle cognitive advised managing English instructors to create exercises that are impossible to create using regular quizzes, such as offering a complicated mental operation to be completed, perhaps mixing several operators in the same activity. Each instance of the Cognitive may construct an exercise by combining many operators and creating a workflow around those operators

Initiate learners' autonomy environment

Online learning fosters autonomy as English language learners are detached from the formal educational place and educators by distance. It improves them to expand a more acceptable self-understanding ecosystem, individual learning style, and pace flexibility of arranging, simultaneously connecting to universal internet sources. However, some obstacles are demanding, such as the omission of coordinated, compulsory bonding, face-to-face classroom learning. Language learners have restricted contact with their English instructors or lecturers, limited conveniences to function collectively with their peers, barred from employing in face-to-face communications with other members within their learning society, and vital spontaneous feedback, which is certainly achievable in a conventional way classroom-established environment. Other complementary online technologies, such as discussion forums and online chat settings, enable language learners to collaborate and accept shared responsibility for learning in a social, interactive, and authentic context.

I am sure that online learning promotes the self-learning situation. This situation became transforming to the lecturers' and learners' roles in the learning process. The vast accessibility referred to the versatile material which every member of online education

can give. In my opinion, Moodle can be the relevant system to accommodate all aspects of independent learning. The course designer or English lecturers could establish the complete material for their learners to accomplish goals in learning English. Participants 19

Moodle's effectiveness as one of the virtual learning environments used in academic settings improves English language abilities, develops metacognitive recognition, and encourages learner autonomy. Learner autonomy would be an actual construction and a means through which students may make the best use of learning chances both inside and outside the university, improve language-learning circumstances, and be prepared for practical applications of what they have learned. Learners' motivation and response to prodding will improve if they are convinced of the significance of metacognitive strategies and a sense of independence. Language learners must comprehend the fundamentals of autonomous studies appropriate to their Moodle online requirements learning, create learning methods and strategies for any language, and be self-directed in developing metacognitive abilities throughout the learning process. Independently applied methods

Provide data and supplementary resources

Exposing language learners to such expression constructs would implement them to handle real communication. Authentic materials were intrinsically more active, exciting, and stimulating. Communicative language teaching was using authentic materials. This authentic referred to the supplementary material for language learners' needs. With the communicative language education method, curriculum developers no longer must understand English as another skill to learn in the digital era. An authentic workbook is a substantial element in establishing language understanding and teaching experiences in real-life conditions and fulfilling the public's communal purpose. Three principles for accepting reliable online learning texts: appropriateness of the content, practicable, and explicitness. Using ineffective teaching English online supplemental resources causes learners to struggle with foreign language acquisition. Learners must be motivated to succeed in any language learning endeavor.

My English course Moodle improved to the actual or authentic material. English communities were nearly found anywhere on social media. Moodle provided us (English lecturers) to have various approaches to teach English at University. They (Language learners) are more approachable in the online material context, so establishing an English Moodle course should give them closely related topics. Participants 13

The Moodle environment may offer learners a variety of opportunities to interact with online language learning resources. The system has several features that enable English teachers or lecturers to use Moodle, build an online course, provide alternatives to increase language learners' interest, maintain their work, and give excitement to help them accomplish their learning objectives. It was critical to contribute different methods to stimulate learners' attention while providing numerous forms of interaction. Allowing learners to engage, practicing authenticity and significance in their environment, and overcoming risks and distractions may help them build self-determination, a sense of achievement, and a stronger sense of connection to their learning. Make use of Moodle's many built-in capabilities to promote learner engagement and experimentation. For example, establish learner groups, assign tasks, promote cooperation via peer evaluation through Workshops, and enable students to collaborate on project ideas and documents using Wiki.

Facilitate written and verbal interaction

Understanding the fundamentals of verbal communication is critical to optimizing its use in live online tutoring. An English lecturer might use highlights and suggestions to facilitate an online teaching session. English instructors were often too busy and absorbed in their

explanations to recognize the critical nature of listening to and connecting with their English language learners. Active listening was a very effective kind of feedback. It may significantly aid in the arrangement of the course's material. Although, it was a complex task to inspire learners by demonstrating interest and esteem. A pleasant and pleasant attitude was communicated nonverbally and via the online medium. It is critical for live online tutoring, and indeed for any teaching, that lecturers grasp, comprehend, and harness the power of words. Additionally, educators must keep in mind that oral communication has the most significant effect on audiences. English educators cannot expect learners to perform something if they have not been introduced to it properly or given an appropriate example. This online environment would ensure that tutors have the authority to guide, advise, and assist learners with their writing expression and interaction.

Moodle course has limited to facilitate verbal interaction, but written communication was a well-constructed system. This learning media promoted writing or typing to communicate to each member. Chat features have been solely aimed to accommodate interaction inside the system. Moreover, Forum, Quiz, and Assignment were the best ways to communicate in the different functions to interact. Participants 20

Authentic conversation through written English was a popular method of communication in the online English course. Computer systems contribute to developing a multicultural atmosphere conducive to both creative and participatory writing by English learners. Learners communicate through text-based forms in an online setting and improve their writing skills via peer response exercises. Through the Internet, language learners may communicate with individuals from all over the globe. Interact with one another and assist students who are learning with individuals from diverse cultural backgrounds. A virtual environment encourages learners to write in the original language using cognitive development rather than memorization and consider important topic points. Additionally, input from others in an online environment assists learners in constructing written English by editing drafts and following recommendations. This exercise instills a greater sense of confidence and enthusiasm in excellent writing than a conventional class does

3.2. Discussion

Moodle-based teaching effectively enhances learning by extending education's time, speed, and area. The learning mechanism, such as a live instructor, should be highly motivating for the students. The resources should stimulate their interest, pose challenges, connect the information to familiar circumstances, and help students understand the whole learning process (Elhawwa, 2017). It is not direct to develop these circumstances without the course author exerting additional effort. At each level of learning and retention, Mpungose (2020) clarified that the sense of reinforcement ought to be emphasized. English lecturers may use the file to make a file accessible to your students, asking them to download it. Students must have the necessary software installed on their computers to open the file. Chang & Lan (2021) supplemented that the file may be utilized in the following manner: To distribute PowerPoint presentations, distribute handouts from lessons, and give students draft versions of software applications (e.g., Photoshop's files), which they may modify submission for evaluation.

Although Moodle was established on social constructivism concepts and may, in concept, support these ideas, there is insufficient verification that this group's use of Moodle supports social constructivism concepts in reality (Ithindi, 2019). English lecturers generally accepted that Moodle did not frequently encourage active learning. Zabolotskikh et al (2021) affirmed that reproached Moodle for lacking active participation. Interpretive researchers believe that authentic learning happens when people connect and work together. Regarding learning, Kapsargina and Olentsova (2020) favored socializing above individual cognitive learning and believed that students learn significantly via social contact with their classmates and teachers. English lecturers

demonstrated a desire to adopt new Moodle features that would support social constructivism ideas. However, Agustina et al (2020) found that they often mentioned not having enough time or training to use Moodle platforms as their Learning Management System. The accessibility of alternative technologies Moodle feature with equivalent features often appeared responses. This situation happened because English teachers were more comfortable with the media channels of their preferred Learning Management System or because they found other instruments more approachable.

Cordova & Dechsubha (2018) suggested that learners must be apprehensive of their development to promote optimal understanding. Self-evaluation included self-check questions, tasks, and exercises. Aylin & KAYAOĞLU (2017) recommended that providing critical feedback on their progress reinforces learning and encourages learners to continue studying. Course authors must provide potential or model responses to the interviews, exercises, and tasks encompassed in the lesson so that learners may cross-check their responses and classify their learning progress (El-Maghraby, 2021). The Learner can go through the course with little external assistance, and it should be self-explanatory and straightforward conceptually. The material is rationally evaluated before the presentation. Because of this design, continuity and uniformity of the material are maintained. Moodle is an open-source software e-learning platform. as Theohari (2019) acknowledged, it provides resources for teachers to create online classrooms. One of the main advantages of online learning is the increased frequency and ease of electronic communication between learners and lecturers. Numerous university courses comprise several components, each with its unique input variables. Neupane (2019) documented that every practical course needs to contain both online and in-class components, some delivered in real-time while others delivered asynchronously.

English lecturers must be aware of their interactions because good communication enables instructors to establish a presence that inspires students and promotes online Moodle-based learning (Prasetya, (2021). Verbal interactions between teachers and students and student traits were significant for student learning and motivation. Online learning would be a more contemporary type of distant learning that enables learners to access educational options that have been classified as unconventional and inefficient. Rad (2018) found that online Moodle-based implied the more contemporary version of distant education or an updated rendition. As is the case with many others, these English lecturers believe in a connection between distant education or learning and online learning, but their descriptive narratives convey an air of uncertainty.

Face-to-face education occurs when teachers and students meet simultaneously and in the same place. In the face-to-face learning process, sessions were typically synchronous as there is no need for communication technologies during a face-to-face session. As suggested by Finnegan & Ginty (2019), English lecturers and students may utilize the glossary activity feature to compile and maintain a dictionary-style list of meanings and other content. An instructor may allow students to add files to vocabulary entries. The entry has the pictures attached. The entries may be sorted alphabetically or viewed by category, date, or author. Entries may be accepted automatically or must be authorized by English lecturers before they are publicly accessible. Lecturers may permit comments on students' submissions. Additionally, Xiaqing et al. (2016) completed those instructors and students may rate contributions (peer evaluation). Ratings may be added together to get a final grade that is entered into the grade book

4. Conclusion

A virtual learning environment enables students to explore new ways of learning, which Moodle facilitates. When using Moodle as a tool to encourage students to learn a new language, it is crucial to make sure that students are aware of the possibilities and benefits of doing so and how it can help them grow as individuals, learn to appreciate learning as a lifelong endeavour, and improve their employability. English lecturers were responsible for ensuring their students

understood the course's objectives, the learning outcomes they should expect, the strategies for recognizing those results, and the best practices for responding to them. Because of its technology and the nature of this learning platform, Moodle has the prospect of engaging students in meaningful language-based conditioning, provided well-structured within the context of a larger educational project. Based on the findings of this study, English lecturers agree that Moodle, when used as a supplementary virtual learning environment, is a valuable tool for learning English but cannot replace the value of contact hours and actual lectures by instructors.

Numerous Moodle activities are designed to influence students to receive standard material in courses, such as forums, wikis, glossaries, databases, and reporting. This circumstance encourages students to explain their course practices with one another. Moodle provides many mechanisms for students to develop and share representations of their knowledge: The course structure is essential in establishing a typical picture of the learning “route” that all students may follow. Forums are places where people can debate and share media and documents (forms plug-in filters, connections, hyperlinks). Wikis are great tools for collaborative work and other forms of communication. Glossaries are simultaneously organized encyclopedias that may later be included in the course. Databases permit participants to view any structured information. A learning environment must be adaptive and flexible to react to the requirements of its participants immediately.

Moodle is intended to support constructivist, constructivist approaches, and social constructivism educational theory. However, most courses produced using Moodle are based on conventional education and learning techniques. Formative social evaluation with Moodle is more than just a phenomenon, as shown by the achievements of individual schools in modifying their teaching strategies with the assistance of this platform. It is a safe and healthy alternative. Nonetheless, it would be incorrect to ignore conceptual critique and blame problems on the factors mentioned above alone. Several issues have been raised in opposition to the constructivist approach.

References

- Abdula, A. I., Baluta, H. A., Kozachenko, N. P., & Kassim, D. A. (2020). *Peculiarities of using of the Moodle test tools in philosophy teaching*.
- Agustina, I., Nasrudin, N., Putra, S., Akrim, A., & Maharani, D. (2020). The Effect Of Moodle Implementation In English For Multimedia Classroom On Students' Achievement In Reading And Writing.
- al Fadda, H. (2019). The Relationship between Self-Regulations and Online Learning in an ESL Blended Learning Context. *English Language Teaching*, 12(6), 87–93.
- Al-Jarrah, T. M., Mansor, N., Talafhah, R. H., & Al-Jarrah, J. M. (2019). The application of metacognition, cognitivism, and constructivism in teaching writing skills. *European Journal of Foreign Language Teaching*, 3(4), 199-212
- Aljohani, M. (2017). Principles of “constructivism” in foreign language teaching. *Journal of Literature and Art Studies*, 7(1), 97–107.
- Amer, A., & Daher, W. (2019). Moodle quizzes as a teaching tool in English for academic purposes course. *International Journal of Innovation and Learning*, 25(1), 35–49.
- Ayan, E. (2015). Moodle as builder of motivation and autonomy in English courses. *Open Journal of Modern Linguistics*, 5(01), 6.

- Aylin, A., & KAYAOĞLU, M. N. (2017). The use of Moodle in language instruction. *The Online Journal of Communication and Media*, 3(2), 22.
- Bataineh, R. F., & Mayyas, M. B. (2017). The utility of blended learning in EFL reading and grammar: A case for Moodle. *Teaching English with Technology*, 17(3), 35–49.
- Bozkurt, G. (2017). Social Constructivism: Does It Succeed in Reconciling Individual Cognition with Social Teaching and Learning Practices in Mathematics?. *Journal of Education and Practice*, 8(3), 210–218.
- Chang, M.-M., & Lan, S.-W. (2021). Exploring undergraduate EFL students' perceptions and experiences of a Moodle-based reciprocal teaching application. *Open Learning: The Journal of Open, Distance and e-Learning*, 36(1), 29–44.
- Cordova, J. v., & Dechsubha, T. (2018). Using moodle in improving listening abilities in english for specific purposes of vongchavalitkul university students. *ASEAN/Asian Academic Society International Conference Proceeding Series*, 524–531.
- Cunningham, U., & Bergström, A. (2020). Reimagining learning in a language education course thrust online: Social constructivism in times of social isolation.
- Eldeeb, S. (2019). An investigation into students' views on blended learning at the English Language Institute in King Abdulaziz University. *Arab World English Journal, Special*, 1, 164–178.
- Elhawwa, T. (2017). The implementation of Moodle platform through lecturer's perspectives at English department. *Journal on English as a Foreign Language*, 7(2), 227–240.
- El-Maghraby, A. L. (2021). Investigating The Effectiveness of Moodle Based Blended Learning in Developing Writing Skills for University Students. *Journal of Research in Curriculum Instruction and Educational Technology*, 7(1), 115–140.
- Famularsih, S. (2020). Students' experiences in using online learning applications due to COVID-19 in English classroom. *Studies in Learning and Teaching*, 1(2), 112–121.
- Feizabadi, N., Aliabadi, K., & Ahmadabadi, M. (2016). The impact of English learning software Moodle. *International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926*, 1(1), 1427–1437.
- Finnegan, M., & Ginty, C. (2019). Moodle and social constructivism: Is Moodle being used as constructed? A case study analysis of Moodle use in teaching and learning in an Irish Higher Educational Institute. *All Ireland Journal of Higher Education*, 11(1).
- Gluchmanova, M. (2016). Using the Moodle platform in English teaching. *TEM Journal*, 5(4), 492–497.
- Gulbinskienė, D., Masoodi, M., & Šliogerienė, J. (2017). Moodle as virtual learning environment in developing language skills, fostering metacognitive awareness and promoting learner autonomy. *Pedagogika*, 127(3), 176–185.
- Gundu, N., & Ozcan, D. (2017). Implementation of the Moodle system into EFL classes. *Profile Issues in Teachers Professional Development*, 19, 51–64.
- Herzog, C., Handke, C., & Hitters, E. (2019). Analyzing talk and text II: Thematic analysis. In *The Palgrave handbook of methods for media policy research* (pp. 385–401). Springer.

- Huang, Q. (2016). Learners' Perceptions of Blended Learning and the Roles and Interaction of f2f and Online Learning. *Ortesol Journal*, 33, 14–33.
- Istifci, I. (2017). Perceptions of Turkish EFL students on online language learning platforms and blended language learning. *Journal of Education and Learning*, 6(1), 113–121.
- Ithindi, E. T. (2019). The use of Moodle as an e-learning tool for English language teaching and learning in Namibia (Doctoral dissertation).
- Iwata, J., Clayton, J., & Saravani, S.-J. (2017). Learner autonomy, microcredentials and self-reflection: a review of a Moodle-based medical English review course. *International Journal of Information and Communication Technology*, 10(1), 42–50.
- Jeong, K. O. (2017). The use of moodle to enrich flipped learning for english as a foreign language education. *Journal of Theoretical and Applied Information Technology*, 95(18), 4845–4852.
- Kapsargina, S., & Olentsova, J. (2020, March). Experience of using LMS MOODLE in the organization of independent work of bachelors in teaching a foreign language. In International Scientific Conference "Far East Con"(ISCFEC 2020) (pp. 537-544). Atlantis Press.
- Kumar, V., & Sharma, D. (2016). Creating collaborative and convenient learning environment using cloud-based moodle LMS: an instructor and administrator perspective. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, 11(1), 35–50.
- Makri, A., & Vlachopoulos, D. (2019). Pedagogical Implications of Social Constructivism in Online Education: An Overview. INTED2019 Proceedings, 8254-8263.
- Manan, N. A., & Rahmat, A. (2020). Moodle-Based Speaking Learning Model. *Journal of Physics: Conference Series*, 1477(4), 042009.
- Memon, A. R., & Rathore, F. A. (2018). Moodle and Online Learning in Pakistani Medical Universities: An opportunity worth exploring in higher education and research. *J Pak Med Assoc*, 68(7), 1076–1078.
- Mpungose, C. B. (2020). Is Moodle a platform to decolonise the university curriculum? Lecturers' reflections. *Africa Education Review*, 17(1), 100–115.
- Neupane, A. (2019). *FOSTERING LEARNER AUTONOMY VIA MOODLE: REFLECTIONS ON STUDENTS' PERCEPTIONS*.
- Prasetya, R. E. (2021). Effectiveness of Teaching English for Specific Purposes in LMS Moodle: Lecturers' Perspective. *Journal of English Language Teaching and Linguistics*, 6(1), 93–109.
- Rad, M. R. (2018). The effect of Moodle-mediated instruction on the reading comprehension of Iranian EFL Learners. *International Journal of Advanced Multidisciplinary Scientific Research*, 1(3), 70–78.
- Reid-Martinez, K., & Grooms, L. D. (2021). Constructivism in 21st century online learning. In Handbook of research on modern educational technologies, applications, and management (pp. 730-743). IGI Global.
- Sulisworo, D., & Santyasa, I. W. (2018). Maximize the mobile learning interaction through project-based learning activities. *Educational Research and Reviews*, 13(5), 144–149.
- Theohari, E. (2019). Analyzing the efficacy of Moodle towards in-service EFL teachers' development: the case of the HOU. *Research Papers in Language Teaching and Learning*, 10(1), 265–286.

- van Hover, S., & Hicks, D. (2017). Social constructivism and student learning in social studies. *The Wiley Handbook of Social Studies Research*, 270–318. 12 (4) 69-84
- Xiaqing, L., Songqing, L., & Xiaohui, D. (2016). *Study on Blended Learning Model for College English Teaching Based on Moodle System*.
- Yurzhenko, A. Y. (2019). *An e-course based on the LMS MOODLE to teach" Maritime English for professional purpose"*.
- Zabolotniaia, M., Cheng, Z., Dorozhkin, E., & Lyzhin, A. (2020). Use of the LMS Moodle for an effective implementation of an innovative policy in higher educational institutions. *International Journal of Emerging Technologies in Learning (IJET)*, 15(13), 172–189.
- Zabolotskikh, A., Zabolotskikh, A., Dugina, T., & Tavberidze, D. (2021). Creating individual learning paths in the Moodle plugin for undergraduate students to study English grammar. *Education and Information Technologies*, 26(1), 617-637.
- Zhang, J., & Lin, H. (2018). The New Developments of Constructivism Theory and Its Reflection on College English Teaching in the Era of New Media—A Case Study of International Textile Trade English. *Theory and Practice in Language Studies*, 8(6), 649–655.
- Zhang, X. (2016). Student-centered College English Teaching based on Moodle Platform. *2016 5th International Conference on Social Science, Education and Humanities Research*. Atlantis Press.