

Assessing the Efficacy of Moodle: Perspectives from Educators and Learners at the Department of English, Ahmed Salhi University Centre, Naama

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Abstract

The educational sphere has experienced a progressive implementation of innovative ideas in institutions and universities, leading to a significant move towards the use of information and communication technology. Numerous universities worldwide have recently adopted Moodle as an e-learning platform due to its potential advantages. This Learning Management System was introduced into Algerian higher education last decade, especially when the COVID-19 pandemic began to spread. This article examines the effectiveness and benefits of learning via the Moodle platform for EFL teachers and students at Salhi Ahmed University Centre in Naama. To investigate this, the researchers employed a methodology involving two questionnaires: one targeting a sample of 15 EFL teachers and another for around 70 students. In addition to the platform's popularity among educators and students, the findings reveal a general appreciation for Moodle-based learning. Nevertheless, challenges such as accessibility and the need for ongoing teacher training in assessment persist. Addressing these Moodle-related issues could enhance the quality of education, aligning the institution with global trends in digital education.

Keywords: E-learning, Learning Management System, Moodle, Social-constructivism, educators' and students' perceptions

ملخص

شهد المجال التعليمي تنفيذًا تدريجيًا للأفكار المبتكرة في المؤسسات والجامعات، مما أدى إلى تحرك كبير نحو استخدام تكنولوجيا المعلومات والاتصالات. اعتمدت العديد من الجامعات في جميع أنحاء العالم مؤخرًا نظام Moodle كمنصة للتعليم الإلكتروني نظرًا لمزاياه المحتملة. تم إدخال نظام إدارة التعلم في التعليم العالي الجزائري في العقد الماضي، خاصة عندما بدأت جائحة كوفيد-19 في الانتشار. يتناول هذه المقال مدى فعالية وفوائد التعلم عبر منصة Moodle لمعلمي وطلاب اللغة الإنجليزية كلغة أجنبية في مركز الصالحي أحمد الجامعي بالنعامة. وللتحقق من ذلك اعتمد الباحثون منهجية تتضمن استبيانين: أحدهما يستهدف عينة مكونة من 15 استاذًا والآخر يستهدف حوالي 70 طالبًا. بالإضافة إلى شعبية المنصة بين الطلاب والمدرسين، تكشف النتائج عن ترحيب عام للتعلم القائم على نظام مودل. ومع ذلك، لا تزال هناك تحديات مثل مشكلة الولوج إلى المنصة والحاجة إلى تدريب المعلمين المستمر في مجال التقييم. إن معالجة هذه القضايا المتعلقة بنظام Moodle يمكن أن يؤدي إلى تحسين جودة التعليم، ومواءمة المؤسسة مع الاتجاهات العالمية في التعليم الرقمي.

الكلمات المفتاحية: التعليم عن بعد، نظام إدارة التعلم، مودل، بنائية اجتماعية، تصورات الأساتذة والطلاب

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Introduction

The incorporation of e-learning into higher education, particularly within the EFL context, is gaining traction, recognising its potential to revolutionise learning and teaching methods by offering flexibility and accessibility. Digital technology and online platforms empower educators to construct dynamic and engaging learning environments, fostering active participation and meaningful engagement. Moodle and similar platforms support information sharing, progress monitoring, and collaborative learning, boosting language skills, fluency, and global interaction. E-learning offers tailored interactive learning opportunities, catering to contemporary workplace needs and delivering current content efficiently (Bielawski & Metcalf, 2003).

The onset of the COVID-19 outbreak prompted decision-makers to initiate the implementation of technology and distance learning as a response. Teachers began utilising specific technologies for remote education (Hoq, 2020; Rahmadi, 2021). However, failing to adopt readily available e-learning technology may cause universities to lag in their pursuit of globalization (Volery, 2000). To optimise the potential of e-learning in higher education, universities must comprehend the critical success factors involved in implementing online education models (Ribiero, 2002). Byungura et al. (2016) highlight the growing significance of e-learning platforms in higher education and their role in democratizing access to learning, and removing traditional barriers of time and space. Among these platforms, most universities have found Moodle to be the most viable platform for adoption due to its ability to facilitate the teaching-learning process (KC, 2017).

Like several Algerian universities and institutions, Ahmed Salhi University Centre adopted Moodle for the first time during 2015–2016 and upgraded it after the spread of COVID-19 on June 3, 2021 (CSMCNTE-DL-Naama, 2023). Initially, instructors faced the challenge of delivering lectures as they would in class. However, if unsuccessful, many resorted to alternative platforms such as Google Meet and Google Classroom or created Facebook groups to meet their students and fulfil their teaching tasks. This study aims to determine whether Moodle can effectively match the efficacy of traditional learning methods, evaluating its ability to provide an engaging and interactive learning environment comparable to traditional face-to-face instruction, considering factors such as student engagement, knowledge retention, and overall learning outcomes.

This study assesses the efficacy of Moodle in improving teaching and learning experiences, investigates the factors influencing its adoption, and discusses the difficulties faced by students and teachers when using Moodle as a learning management system. The aim is to enhance our understanding of the successful integration of Moodle within the English Language Department. This research examines the level of familiarity and usage of Moodle, explores the factors affecting its use for teaching and learning, and identifies technical and pedagogical challenges. The findings provide valuable insights into the effectiveness of Moodle as an educational platform. To achieve these objectives, the study seeks to answer the following questions:

- What is the extent of familiarity and utilisation of Moodle among teachers and students in the department?

- What factors affect the utilisation of Moodle for teaching and learning in the department?
- What are the attitudes and opinions of students and teachers regarding Moodle?

Researchers hypothesize that teachers and students in the department have a strong knowledge of and frequently employ the Moodle platform. Moreover, it is also hypothesized that the availability of training and tutorials has an important impact on the level of utilization of Moodle for educational purposes inside the department. Finally, researchers expect that both teachers and students have positive feelings toward Moodle, perceiving it as an efficient and user-friendly tool for improving educational experiences.

Literature Review

Learning Management Systems

Learning Management Systems (LMS) are software applications that assist educators in assessment, communication, and feedback, such as Canvas and Moodle, which focus on communication, collaboration, and educational purposes (Bakerson et al., 2015; Dougiamas, 2007). Diaz et al. (2014) highlight the pedagogical potential of LMS as a flexible educational approach, enabling teachers to customise tools, facilitate course design modelling, and provide a virtual learning community supporting various training types. According to Trisiana (2020), using LMS changes the interaction between teachers and learners, offering a unique and engaging educational experience.

In an attempt to delimit some of the pedagogical advantages LMS can benefit our classrooms with, Pass (2021) asserts that if the majority of students have consistent access to both a device and the internet, the most convenient method for delivering and managing asynchronous learning is through an LMS. LMS platforms are designed to facilitate tasks such as posting assignments, communicating with students, providing feedback, and grading efficiently, all within a unified platform. They can be likened to highly interactive websites customized for specific classes.

Zhang and Wang (2005) emphasize that these platforms enable instructors to customize their online courses effectively, removing the requirement for substantial web programming proficiency. These tools significantly simplify the procedures of developing and managing courses, making it possible to implement large-scale and cost-effective online learning programmes. LMS are software applications that assist educators in assessment, communication, and feedback. Platforms like Canvas offer grading and exam tools. LMS focuses on communication, collaboration, and educational purposes. For example, Moodle is a free, open-source platform based on socio-constructivist perspectives (Bakerson et al., 2015; Dougiamas, 2007; Trisiana, 2020).

The incorporation of LMS into university systems appears to meet various needs and expectations of instructors, students, and university administrators. For instructors, LMSs facilitate the creation and enhancement of online materials by incorporating web pages, digital resources, assessment tasks, and opportunities for online discussion (Coates, James, & Baldwin, 2005).

Universities may raise their institutional competitiveness by utilising an LMS to improve the quality of instruction. Using an LMS enables institutions to create extensive online learning systems that improve the flexibility and quality of course delivery, provide quick access to educational resources, and encourage advanced learning activities and collaborative student work (Ryan et al., 2000).

Exploring the Impact of Moodle

Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment, which Martin Douglas designed at Curtin University, Australia. It is free software used to assist teachers and students in getting high-quality teaching materials (Maikish, 2006). Moodle, an online platform, facilitates course website creation, global information exchange, and customisation options for an adaptable learning environment (Costa et al., 2012).

Blin and Munro (2008) highlight that Moodle supports two distinct functionalities. The first involves resources, which include digital materials created using external software tools and uploaded to the e-learning platform, such as PowerPoint lecture notes, Word documents, Flash animations, and video files. The second functionality consists of modules, representing content generated directly within the Moodle platform.

Many writers link the advantages of Moodle to the paradigm it stands upon, including Alier et al. (2010), Nash and Moor (2014), and Nash and Rice (2018). They highlight Moodle's social constructionism approach, prioritising collaborative learning and group participation. The platform allows students to access resources and engage in activities at their own pace, without a specific prescribed order, making it suitable for collaborative online learning. Nash and Rice (2018) highlight that effective learning happens when people can collaborate, share, construct, and learn from one another. This philosophy is evident throughout Moodle's various features.

According to Costello (2013), Dublin City University launched Moodle in 2003, recognising the need for an open-source platform with free technical access and social constructivism-based philosophical courses. Despite facing challenges, Moodle proved effective and accessible. Wu (2008) notes that Moodle, introduced in the 1990s and with a significant release in May 2009, became famous worldwide due to its free nature and compatibility with Windows, Linux, Unix, and Mac OSX.

Aikina and Bolsunovskaya's (2020) study on Moodle's motivational and demotivational factors reveals that incentives such as extra points and mobile access boost motivation, while technical issues and deadline pressures detract from it. Oproiu (2015) recommends that students know Moodle but need to gain knowledge of its full capabilities. They are interested in technology and need more support and resources from teachers. However, few students use the platform due to ignorance and teacher resistance. According to Suppasetserree and Dennis (2010), Moodle enhances English classrooms by promoting student-centred learning, simplifying course administration, and reducing instructional costs and time for teachers. Additionally, the platform offers pedagogical tools to enrich educational performance, including interactive tasks and assessment methods. AL Naddabi (2007) underscores the benefits of integrating Moodle, such as enhancing interactions, providing authentic audiences, facilitating research, promoting student independence, and adding variety to routines. Moreover, Sarfo and Yidana (2016) argue that integrating Moodle and blended learning requires overcoming challenges like the digital divide, limited computer skills, heavy workloads, and institutional norms, necessitating further research and support.

Damnjanovic et al.'s (2015) study on Moodle's effectiveness among students in Serbia, Lithuania, and Bosnia and Herzegovina found that communicativeness significantly improves

performance outcomes, emphasising the significance of interactive elements in e-learning environments. In this manner, Sun's (2014) study shows that Moodle-based blended learning significantly enhances students' English competence, enthusiasm, and cooperative learning, supporting the hypothesis that blended learning enhances interest and skills.

As far as the Algerian context is concerned, many studies have been conducted about Moodle. In a study carried out by Ghounane (2020) at Saida University during the COVID-19 pandemic, students showed positive attitudes towards Moodle as a prevalent educational platform that boosts student motivation. Alongside social networking sites such as Facebook and YouTube, and applications like Zoom and Google Meet, integrating this platform can not only enhance learning but also motivate students and strengthen the teacher-learner relationship. A study conducted by Kout (2022) revealed that many teachers from Constantine University 2 have positive attitudes towards Moodle, leading to its widespread use in teaching. Moodle fosters a dynamic learning environment, reduces teacher productivity, and promotes skill development, fostering active engagement from learners and improved interaction with colleagues and students.

At the Department of English Language and Literature at Dr. Mouley Tahar University in Saida, Ghounane and Rabahi (2023) found that students' attitudes towards Moodle during the pandemic varied. Those who received training were positive, while others remained negative due to access issues, lack of knowledge, network problems, and insufficient ICT resources. Students preferred combining asynchronous and synchronous learning, favouring Google Meet and Zoom over Moodle's tools. Researchers recommend providing technical support and tailored materials to improve engagement and attitudes towards Moodle.

In the same setting, at the Dr Mouley Tahar University in Saida, Benadla and Hadji (2021) draw negative perceptions regarding Moodle among students due to the technical issues they encounter and the lack of interaction with their teachers. That's why, despite the various positive features Moodle has, they opt for the traditional method of face-to-face interaction and handouts rather than virtual learning. At the Department of English at the University of Mostaganem, Sarnou and Sarnou (2021) studied the challenges of teaching MA students online during quarantine, highlighting the ineffectiveness of uploading course materials to the faculty's MOODLE platform. Students preferred face-to-face instruction, while alternatives like Google Meet and private Facebook groups proved more effective. The ministry and policymakers should reconsider online learning integration.

In another study where dissatisfaction with adopting Moodle manifests, Berbar (2020) found that teachers at the level of the Department of English at the University of Tizi-Ouzou show negative attitudes towards teaching via Moodle due to their unpreparedness for this move towards e-learning. The majority prefers traditional face-to-face instruction over online methods. Such a perspective is due to the lack of interaction among students and insufficient training.

Many students face challenges while studying online, leading to a negative perception. These include slow internet connection, unclear instructions due to the novelty of online learning, and an unprepared home environment, resulting in a sense of demotivation towards e-learning.

Our study will inspect the situation of Moodle at the Department of English at Salhi Ahmed University Centre, through the perspectives of its teachers and students. It is an attempt to target another Algerian setting that has not been studied previously and is worthy of exploration.

Methods and Materials

Researchers employed a mixed-methods approach by incorporating quantitative and qualitative data collection methods. This involved administering two online questionnaires. The first questionnaire (Appendix A) focused on students' impressions of their involvement with the Moodle e-learning platform. The second questionnaire (Appendix B) captured educators' first-hand experiences and viewpoints regarding using Moodle in their teaching methods.

Participants

The researchers employed a simple random sampling technique to ensure accurate statistical inferences about the population, minimizing the influence of confounding variables and enhancing internal validity (Thomas, 2023). The sample consists of 67 second-year LMD students for the academic year 2023-2024, from the English Department at Ahmed Salhi University Center, aged between 18 and 35 years. Additionally, the sample includes fifteen lecturers from the same department, each with a minimum of five years of teaching experience (as shown in Table Three). This population is essential for drawing informed conclusions about the genuine attitudes toward the adopted e-learning platform and its practical implementation.

Table One represents the age and gender distribution among the students in our sample.

Table 1. Demographic details of the sample of students

| Variable | N | Mean | Standard Deviation | | | Female | Male |
|----------|----|-------|--------------------|-----|-----|--------|------|
| | | | | Min | Max | | |
| Age | 67 | 19.97 | 3.22 | 18 | 35 | 42 | 25 |

Table two depicts the distribution of educational degrees among the teachers in our sample. A variable that could have an effect on the teachers' expertise regarding their use of technology as well as their use of Moodle as an e-learning platform.

Table2. Educational degrees of teachers

| Educational Degree | Percentage |
|--------------------|------------|
| Magister | 21% |
| Professor | 0% |
| Ph.D. | 64% |
| Part-time Teacher | 14% |

Table three shows teachers' years of experience, which can influence Moodle's effectiveness and adoption because more experienced teachers might have benefited from targeted in-service training.

Table 3. Teaching experience

| Teaching Experience | Percentage |
|---------------------|------------|
| More than 10 years | 50% |
| Less than 10 years | 36% |

| | |
|-------------------|-----|
| Less than 5 years | 14% |
|-------------------|-----|

Research Instruments

Researchers employed a mixed-method approach for gathering both quantitative and qualitative data. This was done using two questionnaires (appendices A and B) including different types of questions. The purpose of this data collection was to assess the efficacy of the Moodle platform at Naama University Centre. The students' questionnaire comprised two demographic questions (age, gender), two questions regarding frequency of usage, five Likert-scale questions concerning ease of navigation, technical difficulties, teacher responsiveness, effectiveness of quizzes, and collaboration, one question regarding frequency of engagement, and one multiple-choice question regarding technical issues. The teachers' questionnaire included two demographic questions regarding qualifications and experience, two questions about the frequency of technology integration and Moodle usage, two Likert-scale questions about familiarity with Moodle and interactivity, four yes-or-no questions about training, communication, assessment, and the need for assistance, and three open-ended questions about the effectiveness of Moodle for assessment, challenges encountered, and suggestions for enhancement.

Research Procedures

The researchers, who are part of the teaching team in the English department at Ahmed Salhi University Centre in Naama, had easy access to potential participants. The study focused on three groups of second-year students and the teaching staff in the English department. Data collection involved using two separate surveys distributed through a Google Form. The form was shared via email and popular social media sites like Facebook, WhatsApp, and Telegram groups. This strategy enabled extensive involvement and facilitated the smooth submission of responses, hence enhancing participant engagement. Participants received assurances about the confidentiality and anonymity of their responses.

Results

Students' Questionnaire

The questionnaire analysis is dealt with in depth in this section; it presents the participants' feedback on several elements of the use of Moodle. The table provides key statistics, including the number of respondents (N), mean scores, and Standard Deviations (SD), for each topic. This information offers useful insights into participants' perceptions as well as experiences with Moodle.

| Question | N | Mean | SD |
|---|----|------|------|
| 1. Access to Moodle | 67 | 1.3 | 0.83 |
| 2. Easy navigation | 67 | 2.10 | 1.05 |
| 3. Satisfaction with Moodle layout | 67 | 2.22 | 0.86 |
| 4. Encountering technical issues | 67 | 2.40 | 1.06 |
| 5. Teachers' responsiveness | 67 | 3.52 | 0.74 |
| 6. Engaging in online discussion | 67 | 2.67 | 1.12 |
| 7. Moodle tasks effectiveness | 67 | 3.55 | 1.18 |
| 8. Moodle and collaboration | 67 | 3.99 | 1.15 |
| 9. Moodle and independent learning | 67 | 4.18 | 1.09 |
| 10. Accessing course materials on Moodle outside of regular class hours | 67 | 3.75 | 0.88 |

Table 4. A summary of students' answers

Access to Moodle

The mean score of 1.3 suggests that respondents generally perceive access to Moodle as somewhat limited. However, the relatively high standard deviation of 0.83 indicates variability in responses, implying that while some users may have encountered challenges accessing Moodle, others may have found it more accessible. Further investigation into the specific factors contributing to these perceptions would provide valuable insights into improving access to the platform.

Easy Navigation

With a mean score of 2.10 and a standard deviation of 1.05, respondents exhibit a moderately positive perception of Moodle's navigation ease. Navigation is perceived as challenging, but a high standard deviation indicates variability due to platform familiarity or technology competence. Some students still require assistance with module access and enrollment.

Satisfaction with Moodle Layout

The mean score of 2.22 indicates a moderate level of satisfaction with Moodle's layout among respondents. However, the standard deviation of 0.86 suggests variability in perceptions, with some users expressing higher levels of satisfaction than others do. Investigating the specific aspects of Moodle's layout that contribute to user satisfaction or dissatisfaction could inform targeted improvements to enhance the overall user experience.

Encountering Technical Issues

Respondents report a mean score of 2.40 for encountering technical issues on Moodle, indicating a moderate level of difficulty. The high standard deviation of 1.06 indicates significant variability in technical issues, suggesting that identifying common issues and implementing solutions could improve platform reliability.

Teachers' Responsiveness

With a mean score of 3.52 and a low standard deviation of 0.74, respondents generally perceive teachers' responsiveness on Moodle positively. The majority of respondents feel supported by instructors on Moodle, suggesting that effective communication practices among instructors could improve user satisfaction and support.

Engaging in Online Discussion

Respondents report a mean score of 2.67 for engaging in online discussions on Moodle, indicating a moderate level of participation. The standard deviation of 1.12 suggests variability in engagement levels, with some users participating more actively than others do. Finding strategies to encourage and simplify significant online discussions could enhance engagement and cooperation among users on the platform.

Moodle tasks effectiveness

With a mean score of 3.55 and a standard deviation of 1.18, respondents perceive Moodle tasks as moderately effective in assessing understanding of course material. While the mean suggests that most users find Moodle tasks effective, the high standard deviation indicates variability in perceptions. Identifying the characteristics of effective Moodle tasks and providing guidelines for their design could foster their effectiveness and promote meaningful learning outcomes.

Moodle and Collaboration

Respondents report a mean score of 3.99 for Moodle's facilitation of collaboration, indicating a high level of perceived effectiveness. The small standard deviation of 1.15 suggests a strong consensus among respondents about Moodle's role in fostering collaboration, implying that its adoption can greatly enhance user engagement and learning outcomes.

Moodle and Independent Learning

With a mean score of 4.18 and a standard deviation of 1.09, respondents perceive Moodle as highly effective in supporting independent learning. Moodle is highly valued by most users for self-directed learning, as indicated by a low standard deviation, which suggests a high level of agreement. The characteristics of Moodle have the potential to enable users to assume greater responsibility for their educational experiences.

Accessing Course Materials on Moodle Outside of Regular Class Hours

Respondents report a mean score of 2.54 for accessing course materials on Moodle outside of regular class hours, indicating a moderate level of engagement. The 1.08 standard deviation signifies the extent to which user access habits vary. This implies that by identifying obstacles and enhancing accessibility, we can increase engagement and facilitate continued learning outside of regular class hours.

Types of Technical Issues Faced by Students

Table 5. *Technical problems encountered by students*

| Technical Problem | Frequency | Percentage |
|---------------------------------------|-----------|------------|
| Login/authentication issues | 36 | 53.73% |
| Slow loading or buffering | 18 | 26.87% |
| Error messages or system | 6 | 8.96% |
| Difficulty accessing course materials | 5 | 7.46% |
| Other (please specify) | 6 | 8.96% |

| | | |
|-------|----|------|
| Total | 67 | 100% |
|-------|----|------|

The results in Table Five highlight login/authentication issues as the most prevalent, comprising approximately 55.22% of responses, followed by slow loading or buffering at 25.37%, error messages or system glitches at 8.96%, and difficulty accessing course materials at 8.96%. These findings underscore the need to address system performance and usability concerns in Moodle. Adopting strategies like simplifying authentication procedures, enhancing performance, and performing virus repairs may well enhance the quality of online education.

In general, students' responses about their usage of Moodle indicate a diverse perception of the platform across several features. While respondents typically perceive Moodle's navigation and layout as relatively challenging, they acknowledge its efficacy in promoting collaboration and encouraging self-directed learning. The teachers' speed in addressing matters on Moodle is well-regarded, however, there are still notable concerns regarding technological difficulties, specifically related to logging in and authenticating 53%. Although there are difficulties, Moodle activities are considered moderately effective in evaluating comprehension of course material with a mean of 3.55, and students demonstrate an average degree (a mean of 2.54 of involvement with course materials outside of scheduled class time. These observations emphasize the necessity of making specific improvements in accessibility, navigation, and technical assistance to boost the overall user experience and maximize Moodle's strengths for online education.

Teachers' Questionnaire

In examining the effectiveness of Moodle, several key insights emerge from the provided data. Table 6 details teachers' familiarity with and frequency of using Moodle, while Table Seven presents percentages regarding pre-service and in-service training, communication, assessment, and the need for assistance in delivering lectures via Moodle.

Table 6. Teachers' responses to questions (1, 2&3)

| Question | Response Category | Percentage |
|--|-------------------|------------|
| 1. How often do you integrate technology into your teaching practices? | Very frequently | 100% |
| 2. To what extent are you acquainted with the Moodle platform? | Very familiar | 80% |
| | Somewhat familiar | 13.33% |
| | Not very familiar | 6.67% |
| 3. How frequently do you utilize the Moodle platform? | Very frequently | 70% |
| | Frequently | 30% |

Teaching through Technology

All educators show a high level of engagement in using technology in their teaching methods, as indicated by all participants who reported doing so "very frequently." This reflects a proactive approach to using digital tools to improve the teaching process and aligns with current pedagogical trends.

Familiarity with Moodle

Eighty percent of teachers indicated a high level of familiarity with Moodle. This extensive recognition highlights Moodle's widely recognized position as a leading learning management system (LMS) in educational settings.

Moodle Platform Usage

The Moodle platform is widely used by educators, with 70% utilizing it regularly. This usage is attributed to its effectiveness in course administration and student involvement. 30% of respondents also use Moodle frequently, indicating its significant role in improving instructional strategies and enhancing learning outcomes in educational settings.

Table 7. Teachers' responses to questions (4, 5, 6, & 7)

| QUESTION | YES | NO |
|---|-------|-------|
| 4. Have you received any training on Moodle? | 56% | 44% |
| 5. Do you communicate with students and answer their queries? | 88.9% | 11.1% |
| 6. Do you evaluate and assess your students via Moodle? | 50% | 50% |
| 7. Do you need help in delivering lectures on the platform? | 70% | 30% |

Training on Moodle

The fact that only 56% of individuals have received training on Moodle indicates a notable gap in professional development endeavours. This gap emphasizes the importance of implementing regular workshops and training initiatives, which could enable educators to join the platform's potential with greater efficiency.

Communication with Students

Regarding instructional communication, the high percentage of participants 88.9% who use Moodle to communicate with students and respond to their inquiries demonstrates proactive involvement. It underscores the platform's efficacy in promoting collaborative learning and facilitating instructor-student communication.

Evaluation and Assessment on Moodle

However, the data also indicates a more balanced distribution regarding assessment practices, with 50% of respondents evaluating and assessing students via Moodle. This suggests a mixed approach to assessment methods, with some instructors still depending on traditional evaluation techniques. Understanding the factors influencing this variation in assessment practices could inform strategies for promoting wider adoption of Moodle for assessment purposes.

Assistance in Lecture Delivery

Seventy percent of teachers need assistance in presenting Moodle lectures, indicating an apparent demand for regular technical support and chances for professional development. This improves the effectiveness of education and guarantees a smooth learning process for students, stressing both strengths and opportunities for growth in implementing Moodle at Ahmed Salhi University Centre.

Interaction on Moodle

Table 8. *The level of interaction on Moodle*

| Question | Mean | Standard Deviation |
|---|------|--------------------|
| How interactive is the Moodle platform? | 1.5 | 0.582 |

Table Eight above illustrates that the level of interaction among teachers and students on the Moodle platform was moderately positive, as evidenced by a mean score of 1.5. However, some users criticized it for its "insufficient interactivity," identifying specific aspects that could be improved. Despite a small standard deviation of 0.582, indicating a high level of consensus among the data points, there is still some degree of variation present. Employing multimedia tools and implementing ongoing training can make interactivity much better.

Views on Moodle's effectiveness for EFL assessment vary among respondents. While some prefer traditional evaluation methods, others appreciate Moodle's timesaving features and modernised assessment processes, though they rate its effectiveness moderately. Challenges such as navigation issues and concerns about cheating underscore the need for ongoing support. Additionally, Moodle is viewed as an interactive tool that fosters teacher creativity. Suggestions for improvement include improving student access, providing complete teacher training regarding how to work on Moodle skillfully such as assignment design, testing features, creating wikis and workshops, and integrating synchronous learning tools to foster teacher-student interaction.

Respondents highlight numerous challenges associated with Moodle for assessment, including issues with internet quality, student motivation, and ensuring fairness. They observe students' preference for social platforms, technical glitches, and difficulties with time management. Irregular access and bugs during tests exacerbate these challenges. Some express uncertainty about interpreting assessment data and implementing changes. For writing instructors, cheating and grading present significant hurdles, leading to a preference for face-to-face assessments.

When asked about their suggestions, instructors provided a range of recommendations to enhance the integration of Moodle into EFL assessment. These suggestions include aligning the platform with modern teaching practices, increasing learner engagement, providing profound training for both teachers and students, ensuring access to resources and reliable internet connections, and creating specific spaces for teacher platform access. They also call for enforcing platform usage requirements, including integrating plagiarism detection mechanisms, promoting interactive collaboration through online chats and forums, organizing frequent training sessions, and supplying technological tools to enhance learner interaction with Moodle. In summary, findings from the questionnaire reveal key insights. Nearly all educators 100% show a strong interest in integrating technology, with 70% using Moodle extensively. However, only 56% have received Moodle training, indicating a need for more professional development efforts. While 80% are familiar with Moodle, implementation barriers persist. Nonetheless, Moodle plays a crucial role in instructional communication, with 88.9% using it to interact with students. Assessment practices are fairly distributed, with 50%

of instructors using Moodle for evaluation. Additionally, 70% of respondents express a need for lecture support, highlighting the importance of ongoing assistance.

Discussion

Our study reveals that there is a clear preference for integrating Moodle among both students and lecturers, manifesting an obvious familiarity with such a platform. Data suggest that students appreciate their teachers' responsiveness, reflecting a positive impression of the platform in terms of communication and interactivity. However, Lecturers acknowledge the necessity of ongoing training sessions to optimise Moodle's use. The research also highlights an urgent need for regular maintenance to address technical issues.

Maikish (2006) describes Moodle as a tool designed to provide high-quality teaching materials. This claim aligns with what teachers demonstrated when asked about their perspectives regarding the effectiveness of e-learning in general and Moodle in specific. Similar to Nash and Moor (2014) claims and Nash and Rice (2018) findings that highlight Moodle's social constructionism potential advantage in fostering collaborative learning and group participation, the results in our study revealed that Moodle can facilitate group work through collective tasks with a mean score of 3.99.

Our findings regarding students' frequency of Moodle usage and their perception of navigation ease align with Aikina and Bolsunovskaya's (2020) study on Moodle's motivational factors. Meanwhile, incentives like extra points and mobile access boost motivation. Similarly, Costello's (2013) findings demonstrate that technical issues and navigation difficulties may hinder the learning process, as our findings on login and authentication scored 53% according to students' responses.

Additionally, students perceive Moodle as highly effective in supporting independent learning through such tools as quizzes and assignments; this resonates with Oproiu's (2015) suggestion that students need more support and resources from teachers to utilize Moodle's capabilities fully. As observed in our study, the varying levels of engagement with Moodle among students may also reflect the need for informed guidance and support from educators, as Oproiu (2015) suggested.

Furthermore, Damjanovic et al. (2015) study on Moodle's effectiveness among students emphasizes the significance of interactive elements in e-learning environments, which aligns with the study results. Namely, what teachers claimed regarding the importance of communication with a score of (88%), and what students scored about the responsiveness of their teachers with a mean of 3.52. On the other hand, Sun's (2014) study on Moodle-based blended learning supports the notion that Moodle enhances students' enthusiasm and cooperative learning, yet in a quite contrasting result with a mean score of 2.54, indicating a modest level of engagement in course material access outside class hours. Our study also aligns, to some extent, with Ghounane and Rabahi's (2023) claim that access issues, network problems as well as lack of training require reconsideration as they may hinder

Instructors and students at Ahmed Salhi University Centre in Naama have responded satisfactorily to Moodle. This conclusion goes opposite with what the studies of Berbar (2020) and Benadla and Hadji (2021) claim about the negative attitudes towards e-learning in general and Moodle in specific. In our study, teachers observed that students prefer the use of social platforms to Moodle, an insight that is similar to those drawn by Sarnou and Sarnou (2021) and Ghounane and Rabahi (2023).

Even so, ensuring successful implementation demands continuous support. Teachers require further training, while students require guidance to ensure effortless entry and successful enrollment.

Pedagogical Implications

In current research, investigators address the integration of technology within the EFL context, a topic of significant importance within the educational sphere. Teachers and students must recognise the inherent value of Moodle, a widely utilised platform in contemporary educational settings.

To address technical issues and optimise the Moodle LMS platform, Zharova et al. (2020) argue that enhancements to its interface and design are necessary. These include enabling the download of task files in various formats and sizes, incorporating a "Reminder" plugin for deadline and event notifications, and improving chat functionality to prevent abrupt session terminations. Additionally, a video chat or video-call plugin is required for online lessons and student-teacher interactions, along with a notification system for new communications. Integrating the Moodle mobile application with the website is also essential for immediate notifications and updates.

To promote dynamic engagement with the platform even outside study hours, Moodle's discussion forums enable asynchronous online discussions. Participants can subscribe to receive email notifications for new posts, and teachers can enforce subscriptions for all students, ensuring effective communication across the course. These forums offer a centralised space for students and teachers to post comments and stimulate discussion (Lopes, 2011).

Sarfo and Yidana (2016) found that pre-service and in-service training, combined with involving academics in e-learning design, enhances their ability and motivation. This leads to an effective use of blended learning systems like Moodle. Meeting academics' needs increases the likelihood of them adopting technology for educational purposes.

Conclusion

Our research aimed to scrutinize the implementation of Moodle as an e-learning model within the English department at Ahmed Salhi University Center in Naama, gathering insights from both teachers and students to address these concerns.

Our research on the efficacy of Moodle reveals several significant findings. First, teachers have a strong tendency to incorporate technology into their teaching methods, and Moodle is commonly used for this purpose. Nevertheless, there are significant deficiencies in training and assistance, highlighting the necessity for more professional development endeavours.

Furthermore, Moodle plays a crucial role in enhancing communication between instructors and students, despite the ongoing difficulties in fully using its capabilities. Moreover, although there is an equitable allocation of evaluation methods, numerous educators express a requirement for support in efficiently using the platform for delivering lectures.

Concisely, the research at hand highlights the significance of continuous assistance and instruction to optimise the advantages of Moodle in improving teaching and learning experiences. Tackling these obstacles may contribute to the ongoing enhancement of e-learning efforts and the overall quality of education at Ahmed Salhi University Centre.

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Appendices

Appendix A

Students' Questionnaire

Dear Participants,

We cordially invite you to take part in a research study conducted at the level of the English Department at Naama University Center to assess the effectiveness of the Moodle platform. Your participation will involve completing a questionnaire that explores your experiences with Moodle. Please be assured that all responses will be kept anonymous and will be used exclusively for research purposes. Your privacy and confidentiality will be strictly maintained throughout the study.

Thank you for your participation and valuable contribution.

- 1. Age**
- 2. Gender:** a) Male b) Female
- 3. How often do you use Moodle?**
a) Actively b) Never c) Rarely d) Occasionally
- 4. How easy is it for you to find navigation in Moodle?**
a) Extremely easy b) Very easy c) Easy d) Difficult e) Very difficult
- 5. How often have you encountered technical issues or difficulties using Moodle?**
a) Never b) Infrequently c) Occasionally d) Regularly e) Frequently
- 6. What technical problems or difficulties have you encountered while using Moodle?**
a) Login/authentication issues

- b) Slow loading or buffering
- c) Error messages or system glitches
- d) Difficulty accessing course materials
- e) Other (please specify)

7. How responsive do you find teachers on Moodle?

- a) Very responsive b) Responsive c) Neutral d) Unresponsive e) Very unresponsive

8. How often do you engage in online conversations and forums on Moodle?

- a) Regularly b) Occasionally c) Infrequently d) rarely e) Very rarely

9. How effective do you find online quizzes and assignments on Moodle?

- a) Very effective b) Effective c) Moderately effective d) Slightly effective e) Not effective

10. How well does Moodle facilitate collaboration and group work among students?

- a) Very well b) Well c) Neutral d) Poorly e) Very poorly

11. How often do you access course materials and resources on Moodle outside of regular class hours?

- a) Very often b) Often c) Occasionally d) Rarely e) Very rarely

12. Moodle supports your independent learning and self-directed study.

- a) Strongly agree b) Agree c) Neutral d) Disagree e) Strongly disagree

Appendix B

Teachers' Questionnaire

Fellow teachers,

Aiming at gathering data for scrutinizing one of the learning management systems the Ministry of Higher Education has adopted, this questionnaire explores learning and assessment via the Moodle platform in terms of effectiveness and advantages. Thus, you are compassionately invited to answer the following questions.

Much gratitude for your cooperation.

1. What is your highest educational qualification (status)?

Magister PhD Professor part-time teacher

2. How many years have you been teaching?

Less than 5 less than 10 more than 10

3. How often do you integrate technology into your teaching practices?

- a) Very frequently b) Frequently c) Occasionally d) Rarely e) Never

4. How frequently do you utilize the Moodle platform?

- a) Very frequently b) Frequently c) Occasionally d) Rarely e) Never

5. To what extent are you acquainted with the Moodle platform?

- a) Very familiar b) Familiar c) Somewhat familiar d) Not very familiar
e) Not at all familiar

6. Have you received any training on Moodle?

- a) Yes b) No

7. Do you communicate with students and answer their queries?

- a) Yes b) No

8. Do you evaluate and assess your students via Moodle?

- a) Yes b) No

9. Do you need help in delivering lectures on the platform?

a) Yes b) No

10. How interactive do you find the Moodle platform?

1. Not interactive at all
2. Not very interactive
3. Fairly interactive
4. Quite interactive
5. Very interactive

11. In what ways do you perceive Moodle to be effective or ineffective for EFL assessment?

12. What challenges have you faced while using Moodle for assessment purposes?

13. What recommendations or suggestions do you have for improving the implementation of Moodle for EFL assessment at our institution?

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