



Integrating The Moodle Platform To Enhance English Learning: The Case Of First-Year Law And Arabic Literature Students

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Abstract

The current research investigates the integration of Information and Communication Technology (ICT) in educational institutions, with a specific emphasis on how it facilitates learning. Technological advancements in education have encouraged both teachers and students to adapt their skills to meet new challenges. For teachers, technology improves their capacity to develop students' skills and improve their chances of academic success. The primary aim of this research is to evaluate the strengths and weaknesses of the Moodle platform in developing the competencies of first-year Law and Arabic literature students at Batna 1 University. To achieve this objective, the research used a combination of research tools, including a questionnaire and semi-structured interviews. These tools were designed to assess the extent to which Moodle meets its intended objectives and to identify its advantages and limitations for the target student group. Using a descriptive and analytical research approach, the findings demonstrate that the integration of Moodle has a positive impact on students' academic progress. It provides practical solutions to overcome students' shortcomings. Finally, suggestions are made for further research to improve the integration of Moodle and similar platforms in educational settings.

Keywords: Moodle platform; English language learning; effectiveness; Law students; Students of Arabic literature.

Introduction

The increasing popularity of online education has revolutionised traditional learning environments, offering new opportunities for educational program development, quality learning and student engagement. One of the most prominent tools in the realm of digital transformation is Moodle, an open-source Learning Management System (LMS) extensively utilized within higher education establishments (Johnson et al., 2020). This platform offers a versatile and engaging environment conducive to a diverse array of educational activities, encompassing content delivery, assessment, and communication.

First year students from two different faculties; Law and Arabic literature at Batna 1 University have had their own experiences and perspectives concerning the academic environment, English pedagogical practices and the uses of digital technologies along with

a continuous confrontation of challenging learning settings. The acquisition of English in this context is the students' utmost nightmare. Although learners frequently experience obstacles due to insufficient exposure to the language and an absence of customized instructional support, there is a growing necessity for English proficiency. Concerned with the specific cases of these students, the focal point remains the profound exploration of their academic experiences, pedagogical practices and the role of ICT uses.

The selected platform was adopted to post course content online, allowing students to seamlessly upload assignments, access reading materials and resources, and engage with various course modules and activities, including chat rooms, discussion forums, multiple-choice quizzes, and glossaries. Furthermore, communication among students is facilitated through email, while online access to grades is available around the clock, ensuring constant engagement within the learning environment (Thabit Al-Ani, 2008). The adoption of the Moodle platform, understood as a promising means to capture and exploit the findings to the best advantage and with a forward-looking view is acknowledged.

Research Problem

Proficiency in the English language is becoming increasingly crucial for students in a range of academic fields, notably those enrolled in the Faculty of Arabic literature at Batna 1 University. Nevertheless, numerous students within these disciplines encounter considerable obstacles in developing their English language skills. These challenges stem from inadequate exposure, reliance on conventional teaching techniques, and the absence of contextually relevant learning materials. The traditional classroom environment frequently fails to offer adequate opportunities for practice, interaction, or individualized feedback, resulting in less than favourable educational outcomes.

In light of these challenges, educational technology presents promising solutions. Moodle, a widely recognized Learning Management System (LMS), has the capacity to revolutionize the teaching and learning of English by facilitating a more interactive, flexible, and student-centred methodology. Nevertheless, there is a scarcity of empirical evidence regarding the effectiveness of incorporating Moodle into the English language curriculum for Law and Arabic literature students, especially within non-English speaking areas such as Batna 1 University. This research endeavours to fill the existing gap by exploring the potential of Moodle to improve English language acquisition among these students and create a more conducive learning atmosphere in comparison to conventional teaching methodologies.

Research Aim and Objectives

The main aim of this research is to examine the efficacy of incorporating Arabic literature into the Moodle platform into the English language instruction for students of Law and at Batna 1 University. In particular, this study intends to assess the extent to which Moodle facilitates increased student engagement, improves learning outcomes, and enhances overall satisfaction in comparison to conventional classroom-based approaches. Additionally, the investigation seeks to identify the challenges and obstacles encountered by students while utilizing the Moodle platform.

Research Questions

The research questions which are addressed in this study are:

1. How can the Moodle platform be effectively integrated into the English language curriculum for Law and Arabic literature students?
2. What impact does the Moodle platform have on students' English language proficiency and engagement?
3. What challenges do Law and Arabic literature face when learning English through Moodle platform?

Literature Review

The 21st century represents an era of information technology that involves the creation, retrieval and utilization of information in a varied and diversified way. The integration of digital platforms in education has significantly transformed teaching and learning practices worldwide (Dhawan, S. 2020). Among the widely used learning management systems (LMS), Moodle has gained prominence due to its open-source nature, flexibility, and support for blended learning.

In this respect, e-learning can be defined as the use of digital platform and media for teaching and learning. The field of e-learning as such has bolstered and diversified educational resources and materials, mediating between the user (learning or teacher) and educational provisions (courses, teachers, etc.), enabling free and active interaction (Moodle. 2023). Similarly, it has endorsed individuals to undertake all kinds of courses. E-learning is not only viable but also the simplest way of learning; here a teacher and a student can be in different cities or countries and instruction can be effected through a digital platform and the internet.

1. Moodle as a Learning Management System (LMS)

Moodle, which stands for Modular Object-Oriented Dynamic Learning Environment, has been extensively utilized in educational institutions due to its ability to facilitate various teaching and learning endeavors. The framework of Moodle is rooted in social constructivist pedagogy, which emphasizes the significance of interaction, collaboration, and the construction of knowledge through experiential learning (Dougiamas, M., & Taylor, P. C. 2003).

The modular framework of Moodle enables educators to tailor courses to meet the specific needs of their students, integrating a range of multimedia resources, interactive activities, and assessment tools. Moodle allows instructors to design online courses, disseminate resources, facilitate discussions, and evaluate student performance (Al-Ajlan & Zedan, 2008). Research indicates that Moodle improves the learning experience by offering opportunities for collaborative learning, self-directed study, and ongoing feedback (Costello, 2013).

Within the realm of language acquisition, Moodle demonstrates considerable efficacy in the dissemination of multimedia resources, enabling interactive language exercises, and the enhancement of communication between students and educators (González & Louis, 2018). Consequently, it emerges as a highly suitable instrument for language learning, wherein active engagement and practical application are essential for skill acquisition.

The platform facilitates blended learning by combining face-to-face instruction with online activities, a method that has been demonstrated to increase student engagement and enhance educational outcomes (Goh et al., 2017). Moodle's ability to include audio,

video, and text-based resources makes it a flexible platform for language acquisition, accommodating diverse learning styles and preferences (Vasquez & Zill, 2014).

2. Moodle and English Language Learning

Nowadays, universities are increasingly adopting the online learning approach in order to improve students' interaction and engagement in courses. In this context, the choice was to integrate the Moodle e-platform with the educational system of Batna 1 University to enhance students' English language skills. Integrating Moodle was based upon constructive principles: communication, interaction, training, resources and dissemination of online activities (Al-Azawei, M., Parslow, P., & Lundqvist, K. 2017). It is hoped that deploying the Moodle e-platform will aid students in their English learning, keeping in touch with course updates through an easy online communication with their teachers and mates. In a more practical context, the choice was restricted to the first-year students of Law and Arabic literature departments, referring to a clear lack of language competence they are facing as a result of seven years of middle and high school learning based heavily upon Arabic. English language was found to disimprove their proficiency, awareness and competences.

Moodle is the most well-known research and pedagogical choice among teachers and practitioners. It is recognized by teachers and IT educational associations as a platform widely used to integrate and explore learning practices. It is an open-source platform supporting more than 5000 registered sites around the world (Iwata et al., 2011). It provides a wide range of e-teaching functionalities. Instructors can post learning material, learning resources, post assignments, and communicate with students. Online assignments and quizzes can be given at different levels. Students, on the other hand, can submit their work, have access to resources, participate in online forums, and track their course progress. As a whole, Moodle is beneficial for both instructors and students in terms of enhancing learning and teaching practice and improving the quality of learning outcomes. For students, it is very beneficial for individuals to have feedback, to communicate, and to be engaged in knowledge exchange particularly introvert students.

A multitude of research studies have demonstrated the benefits of using Moodle for English language acquisition. The platform facilitates the integration of a variety of instructional resources, including grammar exercises, vocabulary quizzes, reading comprehension activities, and writing assignments (Ahmad & Al-Khanjari, 2011). The discussion forums and peer review features of Moodle foster collaborative learning, enabling students to participate in substantive conversations and receive constructive feedback (Al-Busaidi & Al-Shihi, 2010). The collaborative instruments offered by Moodle, such as forums and wikis, promote peer interaction and communication in the target language, which are essential elements of language acquisition. By interacting with both content and peers in an online setting, students have the opportunity to practice their English skills in a more engaging and less intimidating atmosphere compared to traditional classroom environments (Ramesh & Rao, 2017).

Furthermore, research indicates that Moodle's flexibility supports both synchronous and asynchronous learning modalities, providing students with the autonomy to advance their studies at their own pace. This flexibility is particularly advantageous for language learners, enabling them to revisit educational materials, engage in repetitive practice of skills, and obtain personalized feedback from educators (Ghafournia, 2014). Additionally, findings suggest that students using Moodle for language acquisition frequently

demonstrate enhanced motivation, engagement, and academic performance compared to traditional classroom settings (Al-Shehri, 2010). Such flexibility is particularly valuable for students who may struggle with the rigidity of traditional classrooms settings.

3. Challenges and Barriers in Using Moodle for English Learning

While Moodle offers several advantages, it also presents challenges. Technical obstacles, including connectivity problems and the need for basic digital literacy, can hinder its effective utilization (Al-Busaidi, 2012). Moreover, research indicates that students may experience difficulties with the self-discipline essential for successful online learning, potentially leading to lower engagement and completion rates (Nagata, 2009). Additionally, the absence of face-to-face interaction in online courses can also lead to feelings of isolation, which may negatively affect students' motivation and learning outcomes (Hrastinski, 2008).

In the field of language education, specific obstacles emerge when integrating technology. For example, certain students may perceive that online platforms, such as Moodle, lack the human touch necessary for successful language learning (Mullamaa, 2010). The demand for immediate feedback and individualized assistance, which is typically more accessible in traditional classroom settings, can be challenging to replicate in a digital context (Blake, 2011).

4. Challenges in Learning English for law and Arabic and literary Studies Students

Students in law and Arabic literature often face unique challenges in learning English as either a second or foreign language. In many cases, English is not the primary medium of instruction in their essential subjects, potentially resulting in diminished exposure to the language beyond the classroom and limited opportunities for practice (Ghaleb, 2015). This is especially critical when different academic disciplines have different writing conventions and rhetorics, which is the case when learning English to study a new discipline, in a new language, and in a different Culturo-Educational Context.

Academic writing in undergraduate law contrasts with academic writing expected in the Arabic & Literary Studies. As English-medium Instruction creates a disconnection between the language-medium of instruction and the learner's L1 (Arabic) additional barriers arise. To a great extent, success in academic writing signifies the mastery of a specific Academic Language and the acquisition of specific textual practices. However, the problems and solutions have much to do with literacy practices in education, as well as with the authority and social structures of disciplinary knowledge (Anne Greenbaum & Bangeni, 2013). So even if there is an accumulation of explicit knowledge of a new language, it might still not be easy to use this as a resource when constructing academic texts in a specific genre or professional discourse (World English Journal et al., 2022).

5. The Impact of Moodle on Student Engagement and Learning Outcomes

Research consistently indicate that the effective utilization of Moodle can significantly influence student engagement and educational outcomes. For example, (Walker, 2008) found a correlation between regular student participation in Moodle-based activities and increased engagement and academic performance, in contrast to those who depended exclusively on traditional teaching methods. Similarly, (Aydin and Tirkes, 2010) highlighted that Moodle's interactive elements, including quizzes and discussion forums, fostered greater active participation and collaborative learning among students.

In the context of English language acquisition, learners have indicated a rise in both motivation and self-assurance regarding their language skills when using Moodle. This uptick is largely attributed to the platform's facilitation of self-directed learning and provision of prompt feedback (Ghaleb, 2015). Nevertheless, the success of Moodle as an educational tool depends upon several variables, such as the quality of instructional design, the degree of support provided by instructors, and the digital literacy levels of the students (Al-Ani, 2013).

Research Methodology

This research seeks to assess the efficacy of incorporating the Moodle platform within the English language curriculum for Law and Arabic literature at Batna 1 University. A mixed-methods approach will be utilized, integrating both quantitative and qualitative research methodologies to provide a thorough analysis of the influence of Moodle on student learning results and levels of engagement.

Research Design

The research is conducted over a full academic year, providing sufficient time to observe changes in language proficiency and student engagement. Participants in this study are first-year students from two distinct departments: Law, and Arabic literature. These students have access to Moodle-based resources, including quizzes, discussion forums, and assignments, all intended to enhance their classroom learning experience.

Questionnaires are administered to students with the objective of evaluating their engagement levels, their attitudes regarding the educational methods employed, and their overall satisfaction with the Moodle platform. In addition, semi-structured interviews are performed with a sample size of 3 students to collect detailed qualitative insights into their experiences and perceptions associated with the use of Moodle. The research methodology ensures that confidentiality is preserved by anonymizing participant data and securely storing all associated research materials.

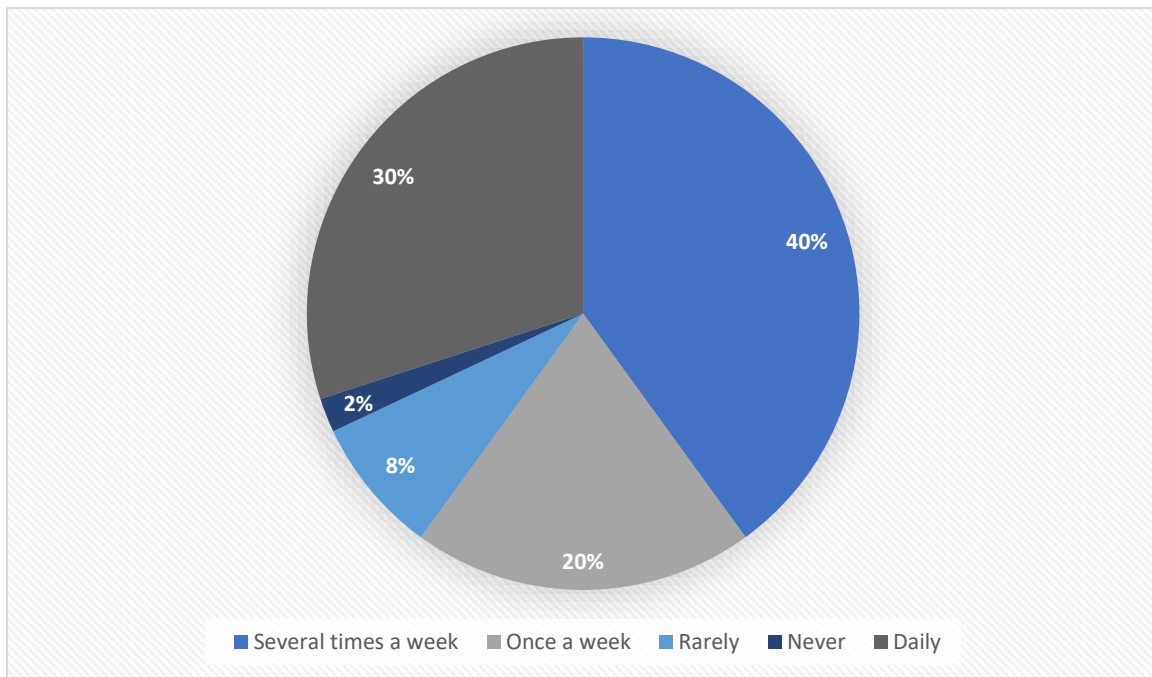
Identified potential limitations encompass the limited timeframe of the study, which may hinder the assessment of long-term effects, alongside the variability in students' familiarity with Moodle. This disparity in familiarity could significantly influence both engagement and learning outcomes.

Results and Findings

This section will present the findings extracted from the data obtained during this research. The data will be illustrated, analyzed in a structured way, and visualized if achievable. The findings should clearly present how students did interact with the Moodle components and how far it has contributed to improving proficiency in different language competences amongst students.

Question 1: How often do you access the Moodle Platform for your English learning Courses?

Figure 1: Engagement with the Moodle Platform for English Learning Courses

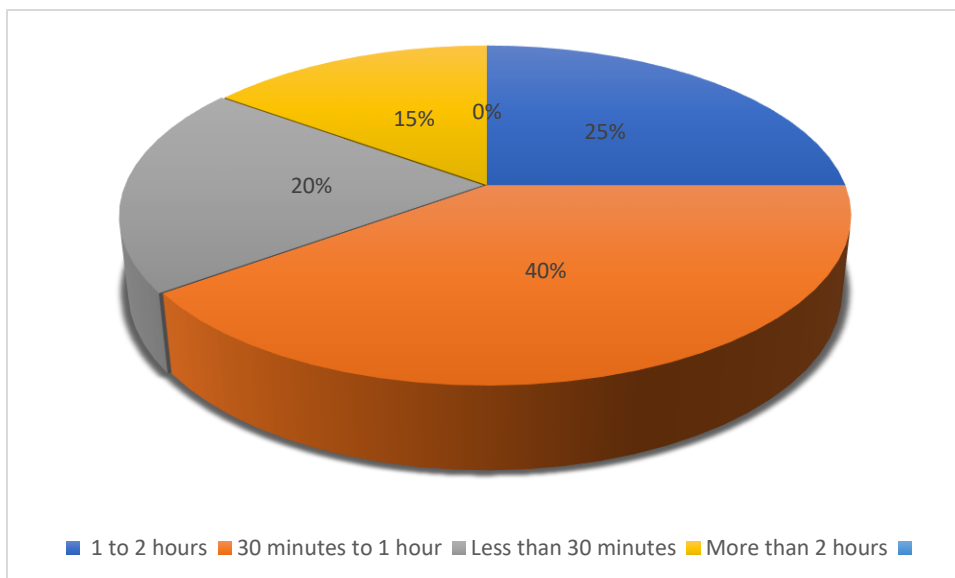


An analysis of student engagement reveals that a notable majority (70%) utilize the platform on a regular basis, with 30% engaging with it on a daily basis and 40% accessing it multiple times each week. This data suggests a strong dependence on Moodle among the majority of students for their English language learning. Conversely, approximately 20% of students interact with the platform weekly, indicating a consistent, albeit less frequent, usage compared to their more engaged peers. Additionally, a minor proportion of students (10%) exhibit infrequent or nonexistent interaction with the platform, reflecting a minimal level of engagement with Moodle in relation to their English studies.

The data indicates a predominant trend of students actively engaging with the Moodle platform to enhance their English learning experience, while a minor fraction displays minimal interaction. This observation offers valuable implications for educators and administrators, highlighting the necessity to recognize and mitigate potential obstacles that may hinder the less engaged students from maximizing their use of the platform.

Question 2: How much time do you spend on Moodle during each session on average?

Figure 2: Average Time Spent on Moodle Per Session

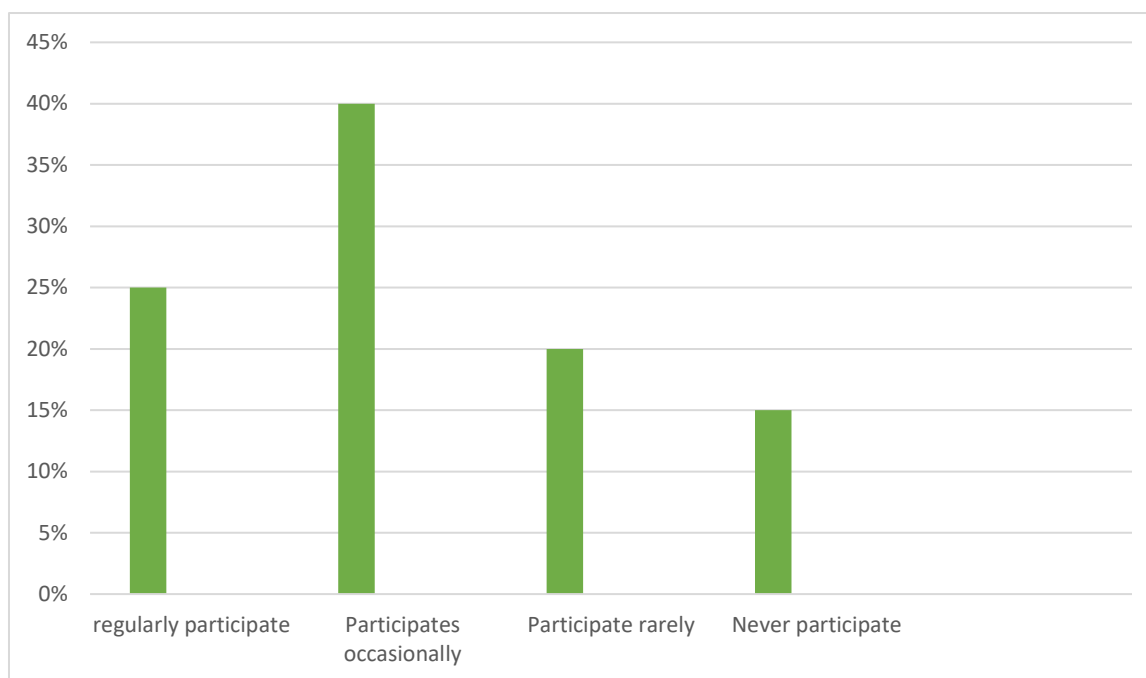


An analysis of student interaction with Moodle reveals that 40% allocate between 30 minutes to 1 hour per session, which suggests a significant level of engagement with the platform. Additionally, 25% of students invest between 1 to 2 hours per session, indicating a deeper commitment to the course material. Conversely, 20% of students are observed spending less than 30 minutes per session, likely for brief reviews or limited interactions. Furthermore, 15% of students utilize the platform for over 2 hours per session, demonstrating a substantial degree of utilization.

A significant portion of students, specifically 65%, dedicate between 30 minutes and 2 hours per session on the Moodle platform, indicating a notable level of engagement with this online educational tool. The other students are divided into two distinct groups: those who participate in shorter sessions lasting less than 30 minutes, and those who engage for extended periods exceeding 2 hours. Analyzing this data provides educators with insights into the time commitment students are prepared to make for their online learning experiences. Such understanding can inform the design and organization of course materials and activities to better align with student engagement patterns.

Question 3: Do you actively participate in discussions and forums on the Moodle platform?

Figure 3: Student Participation in Discussions and Forums on the Moodle Platform



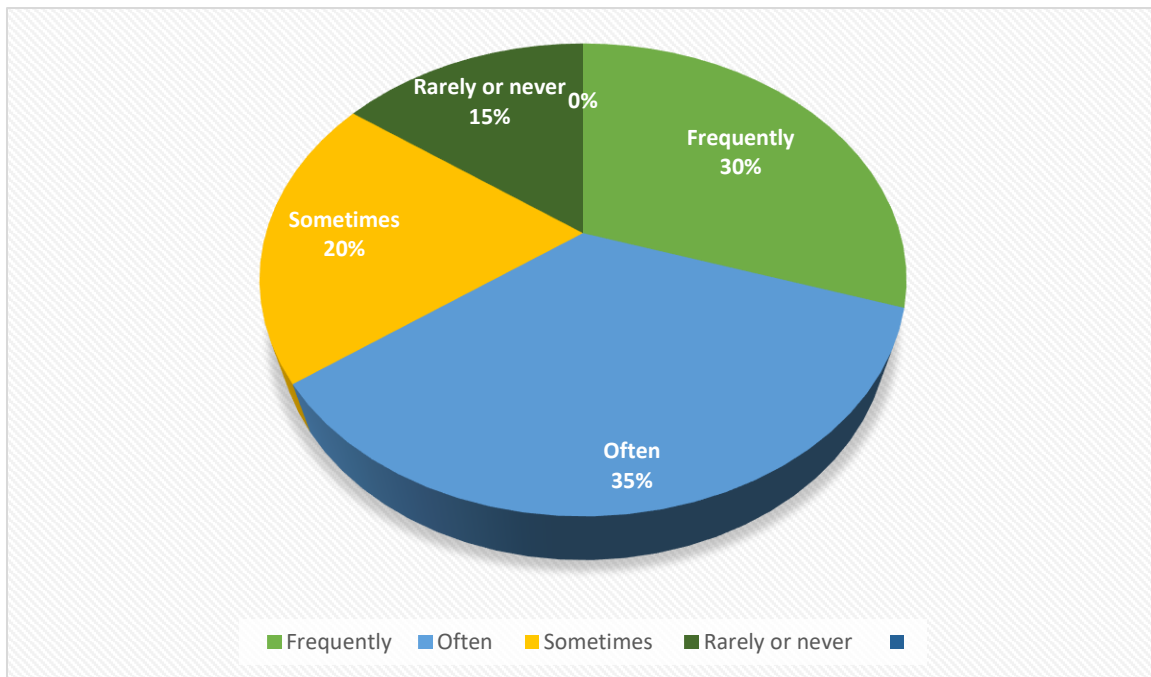
Approximately 25% of the student population demonstrates a strong commitment to engaging in discussions and forums, indicating that this subset consists of the most involved individuals who derive significant benefits from collaborative learning experiences on the platform. In contrast, the largest portion, accounting for 40%, participates sporadically. This segment engages in discussions, albeit with less regularity, potentially driven by an interest in particular topics or necessitated by course-related obligations. Roughly 20% of students engage infrequently, suggesting that they may experience lower levels of comfort or intrinsic motivation to participate, or they may prefer alternative learning methods. Finally, a small group, comprising about 15% of students, does not engage at all in discussions or forums. The characteristics of this group point towards potential obstacles such as disinterest, a lack of self-assurance, time constraints, or a perceived lack of utility in participating in these interactive dialogue spaces.

The analysis of the data reveals that a considerable proportion of students, specifically 65%, engage in Moodle discussions to varying degrees. However, there is clearly a need for strategies aimed at enhancing participation, especially among those who engage infrequently or not at all. The results imply that while a majority of students recognize the importance of joining discussions, they may require additional motivation or assistance to increase their consistent involvement in these activities.

Educators might evaluate various approaches to enhance student participation, such as aligning discussion activities more effectively with assessment criteria, providing incentives for engagement, or fostering a more inclusive atmosphere that motivates all students to express their viewpoints. By focusing on the specific needs of students who are less engaged, there exists the potential to improve both the overall participation rates and the efficacy of the Moodle platform as an educational resource.

Question 4: How frequently do you complete the activities or assignments posted on Moodle?

Figure 4: Assignments Frequency Posted on Moodle?



An analysis of student engagement with Moodle activities reveals that a significant portion of the student body demonstrates a high level of commitment to their coursework. Specifically, 30% of students consistently complete their assignments, while an additional 35% do so frequently. This data suggests a robust adherence to the educational requirements associated with the platform. Conversely, approximately 20% of the students engage with the activities sporadically, which implies a variable level of dedication that may be influenced by factors such as competing priorities or varying levels of understanding of the material. Lastly, the 15% of students who rarely or never participate in these activities may be encountering obstacles such as diminished motivation, comprehension difficulties, or other external factors that hinder their academic progress.

A significant majority of students, specifically 65%, demonstrate a high level of dedication towards fulfilling tasks or assignments on Moodle. In contrast, a minor fraction exhibits minimal engagement with the platform. It may be advantageous for educators to proactively engage with these less active students to identify and address potential obstacles they encounter, which could lead to enhancements in overall assignment completion rates.

Question 5: How do you feel about the use of the Moodle platform compared to traditional classroom methods?

Table 1: Attitudes Toward the Moodle Platform Vs Traditional Classroom Method!*

Student's Preferences	Strongly Prefer	Prefer	Neutral
Preference for Moodle	25	30	
Preference for Traditional Methods	10	20	
No Preference			15

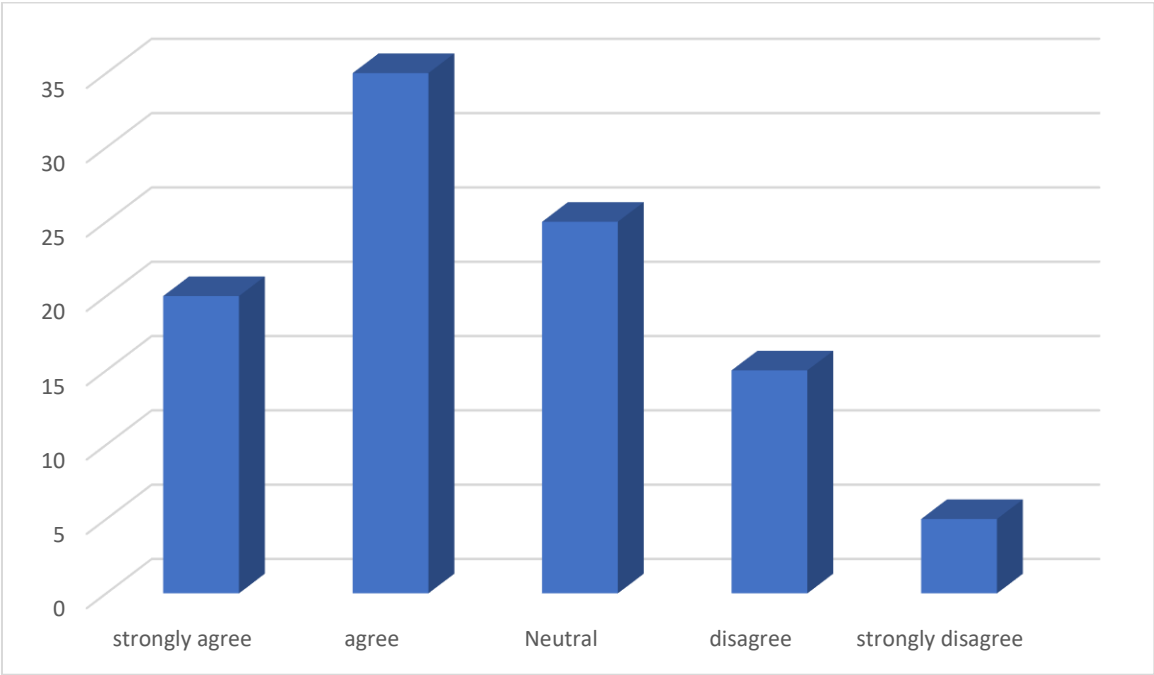
A total of 55 students, comprising 25 individuals who strongly favor Moodle and 30 who somewhat favor it, demonstrate a significant preference for the Moodle platform over

conventional educational approaches. This finding suggests a notable inclination toward digital learning environments among over half of the participants surveyed. In contrast, 30 students express a preference for traditional classroom methods, with 10 showing strong preference and 20 indicating a moderate preference. This figure is markedly lower than that of the students favoring Moodle, implying that traditional educational methods are less desirable within this sample group. Additionally, 15 students, accounting for 15% of the respondents, reported no discernible preference between Moodle and traditional approaches, highlighting that there exists a segment of the student population that maintains neutrality concerning the educational methods in question.

This information suggests that educational institutions contemplating a transition to digital platforms such as Moodle may be catering to the preferences of a considerable subset of their student body. Nevertheless, it is crucial to take into account the requirements and inclinations of individuals who prefer conventional approaches or have ambiguous preferences, thereby ensuring that this shift does not detrimentally affect any students.

Question 6: Do you believe that using the Moodle platform enhances your learning of English compared to other methods?

Figure 5: Students' Perceptions of Moodle's Effectiveness in Learning English Compared to Other Methods

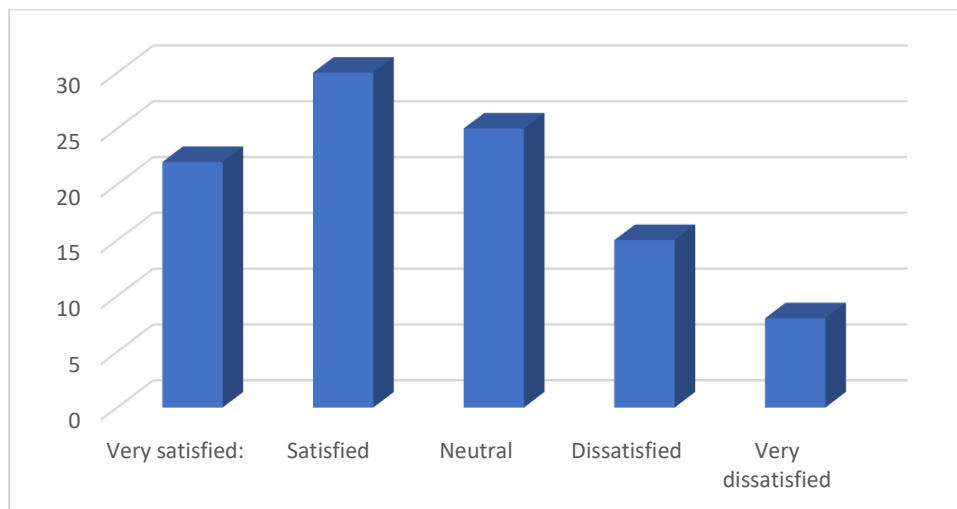


A total of 55 students, comprising 20 who strongly agree and 35 who agree, express the view that the Moodle platform positively influences their English language acquisition. This reflects a general consensus regarding the platform's efficacy, with 55% of the students recognizing its advantages. In contrast, 25 students maintain a neutral stance, signifying that they neither endorse nor reject the assertion. This neutrality implies the absence of a strong opinion, although it does not indicate opposition to the use of Moodle. Conversely, 20 students, including 15 who disagree and 5 who strongly disagree, do not see Moodle as beneficial to their English learning. This group constitutes 20% of the respondents, illustrating that a small minority perceives Moodle as failing to enhance their educational experience.

An analysis of student perceptions reveals that Moodle is predominantly regarded as a constructive resource for English language acquisition, as indicated by 55% of students expressing varying levels of approval. Nonetheless, a significant portion—25%—remains neutral regarding its effectiveness, while 20% perceive no beneficial effects stemming from its use. This information implies that, although Moodle is largely viewed positively, enhancements or further assistance may be necessary to better accommodate the interests of those who are indifferent or critical of its utility.

Question 7: How satisfied are you with the overall experience of using the Moodle platform for your English learning?

Figure 6: Students' Satisfaction with Moodle for English Language Learning

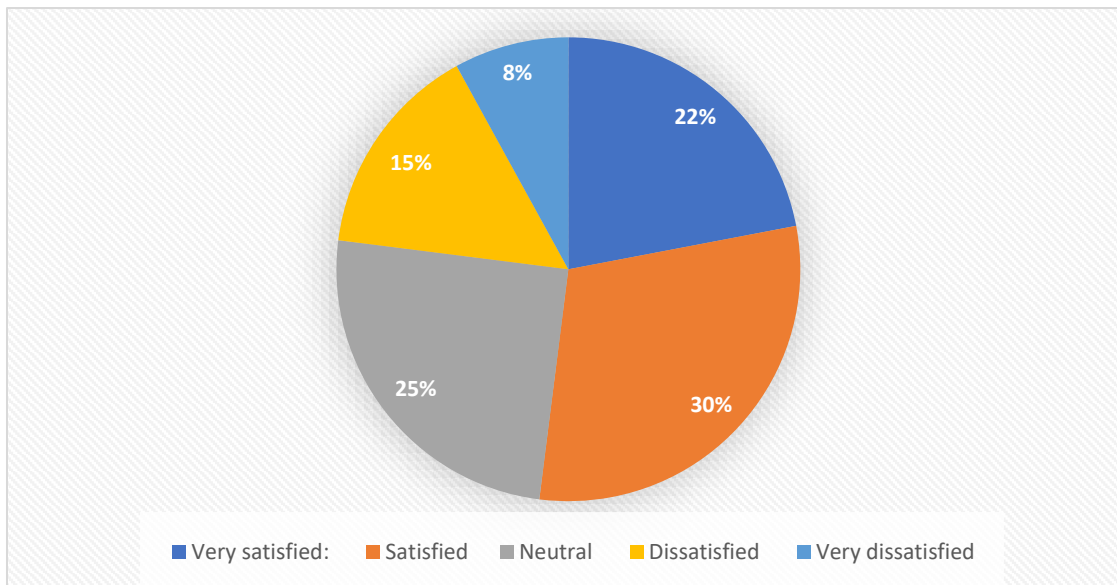


Analysis reveals that half of the surveyed students express satisfaction with their experience on the Moodle platform for English language learning, with 18 reporting very high satisfaction levels and 32 indicating general satisfaction. This indicates a predominantly positive perception of the platform among users. In contrast, 25% of the students position themselves as neutral regarding their experiences, implying a lack of strong feelings that neither skew positively nor negatively. Furthermore, a significant 25% of students reveal dissatisfaction with the Moodle experience, comprising 15 who are dissatisfied and 10 who are very dissatisfied. This indicates that a quarter of participants are unsatisfied, suggesting potential areas where the platform could be enhanced to better meet users' needs.

The data analysis reveals that approximately 50% of students hold a favorable perception of Moodle, categorizing their experience as either very satisfied or satisfied. Meanwhile, 25% of students express a neutral stance, and the remaining 25% report dissatisfaction. This distribution implies that, although the platform is beneficial for a substantial segment of students, there exists a considerable opportunity to improve the user experience, particularly for those who are dissatisfied.

Question 8: How satisfied are you with the support provided by your instructors via Moodle?

Figure 7: Students' Satisfaction with Instructor Support on Moodle



Analysis reveals that 52% of students express satisfaction with the assistance offered by their instructors through the Moodle platform, comprising 22 students who are very satisfied and 30 who are simply satisfied. This figure suggests that a majority of respondents hold a favorable view of the support they obtain. Conversely, 25% of students remain neutral, indicating an ambivalence that signifies their perceptions are neither especially positive nor negative, thus characterizing their overall experience as sufficient but lacking distinction. Furthermore, a notable 23% of the student population reports dissatisfaction with the level of support received, broken down into 15 students who are dissatisfied and 8 who are very dissatisfied. This finding underscores a segment of the student body that finds the support inadequate, thereby identifying specific areas that may require enhancement.

The pie chart quantitatively illustrates that a majority of students express satisfaction or high satisfaction regarding the assistance provided by their instructors through Moodle, reflecting an overall affirmative response. Nevertheless, a significant portion of students remains neutral or dissatisfied, suggesting that despite the commendable support experienced by the majority, certain specific issues persist that warrant attention in order to enhance the collective experience.

The interview

Question 1: What features of the Moodle platform do you find most helpful in your English learning?

Table 2: Most Helpful Moodle Features for English Language Learning

Students	Responses
Student 1	“The discussion forums and the ability to track my grades and progress are very useful. They help me stay organized and engaged with the course material.”
Student 2	“Interactive quizzes and the feedback system on assignments are extremely beneficial. They provide immediate insights into my performance and help me improve.”
Student 3	“The resources section for additional materials and practice exercises is great. I also find the assignment submission system straightforward and convenient.”

The responses provided by the three students indicate recurring themes and potential improvements regarding the Moodle platform. Both Student 1 and Student 2 underscored the importance of incorporating more interactive elements, such as live sessions and multimedia resources, including videos and interactive activities. This underscores a significant demand for diverse and dynamic learning materials that accommodate various learning preferences and promote sustained student engagement in their educational pursuits.

Student 3 emphasized the importance of more regular updates and bug fixes, highlighting that technical difficulties may pose a problem. Addressing these issues could lead to enhanced platform stability and performance, thereby improving the overall user experience. Meanwhile, Student 1 proposed that better integration with existing learning tools and resources could enrich the Moodle experience. This reflects a desire for a more unified learning ecosystem, in which different educational resources and tools operate in harmony. Additionally, Student 2’s comments regarding the need for clearer assignment guidelines suggest a requirement for more explicit and comprehensible instructions. This clarification could enable students to better understand expectations, ultimately leading to improved academic performance.

In the realm of communication tools, Student 3 emphasized the critical role of enhanced tools that facilitate real-time feedback and personalized support. This observation points to a demand for more efficient avenues for student-instructor communication, which could enable more customized and timely assistance. Furthermore, the focus on personalized support expressed by Student 3, along with Student 1’s advocacy for improved integration with other platforms, indicates a strong preference for more individualized and responsive support systems. Such trends imply that students would gain from assistance and resources that are specifically aligned with their unique requirements.

The collected feedback reveals a pronounced desire for improvements to the Moodle platform, specifically in terms of interactivity, engagement, and technical reliability. There is a notable emphasis on incorporating additional interactive components and multimedia content to foster greater engagement among users. Furthermore, the importance of regular updates and bug fixes is underlined as a means to bolster the platform’s reliability. Participants also advocate for improved integration with supplementary educational tools and the establishment of clearer guidelines for assignments to facilitate a more streamlined learning experience. Additionally, there is a call for the enhancement of communication features and the provision of more personalized support, which would

enable more meaningful interactions and customized assistance. Addressing these identified areas of concern has the potential to significantly improve the effectiveness and overall satisfaction of the learning experience offered through Moodle.

Question 2: What improvements would you suggest to enhance your learning experience on Moodle?

Table 3: Suggested Improvements to Enhance the Learning Experience on Moodle

Students	Responses
Student 1	"I would like to see more interactive content and live sessions. It would also be helpful to have better integration with other learning tools and resources."
Student 2	"Adding more multimedia resources, like videos and interactive activities, would make the learning experience more engaging. Also, having clearer guidelines for assignments would be useful."
Student 3	"The platform could benefit from more frequent updates and bug fixes. It would also be great to have better communication tools for real-time feedback and more personalized support from instructors."

Student 1 and Student 2, expressed a preference for increased interactive content and live sessions. This observation indicates a shared inclination towards a more engaging and dynamic educational experience that surpasses conventional materials. Student 2 specifically pointed out the necessity for enhanced multimedia resources, including videos and interactive activities. This preference corresponds with a larger trend in the educational landscape that recognizes the value of varied content formats to address diverse learning styles and maintain student engagement.

Concerning platform functionality and usability, student 3 raised concerns regarding the necessity for regular updates and bug fixes, signaling that technical reliability may pose significant issues. Enhancements to platform functionality are likely to improve user experience and alleviate frustrations linked to technical malfunctions. Moreover, both Student 3 and Student 1 underscored the critical need for enhanced communication tools and more tailored support services. Specifically, Student 3 advocated for the implementation of real-time feedback mechanisms and individualized support, whereas Student 1 expressed a preference for improved integration with existing learning tools. These observations underscore the imperative for stronger support systems to promote more efficient and tailored interactions between students and educators.

Additionally, Student 2's recommendation for clearer assignment guidelines implies that students may currently perceive the existing instructions as inadequate or ambiguous. Providing clearer guidelines could significantly aid students in comprehending expectations, thereby enhancing their academic performance. The student feedback indicates several critical areas for enhancement within the Moodle platform. The integration of more interactive and engaging content—such as live sessions and multimedia resources—has the potential to transform the learning experience into a more dynamic and enjoyable process. Additionally, tackling the existing issues related to

platform stability, alongside the provision of timely updates, can significantly enhance the overall user experience.

Enhancing communication tools and offering tailored support are critical strategies for meeting the diverse needs of individual students, thereby promoting more effective learning outcomes. Additionally, implementing more precise and comprehensive guidelines for assignments would enable students to better understand and manage their coursework. Collectively, these enhancements could significantly foster a more engaging, efficient, and supportive educational experience within the Moodle platform.

Discussion and Analysis:

1. Integrating the Moodle Platform to Enhance English Learning

The integration of the Moodle platform into the English language instruction for Law and Arabic & Literary departments at Batna 1 University presents various interactive functionalities, including forums, quizzes, and multimedia resources, which are essential for effective language acquisition. These tools are instrumental in fostering a more stimulating educational atmosphere, as indicated by student feedback highlighting their preference for interactive content and live sessions. The implementation of these features likely contributes to the enhancement of students' language learning outcomes by promoting a more dynamic and participatory approach to education.

Moodle's capacity to monitor student progress and deliver immediate feedback on assignments represents a vital component of its functionality. This capability enables students to assess their advancement and pinpoint specific areas that require enhancement. Moreover, the integration of real-time feedback systems, as reported by users, facilitates timely and efficient interventions to bridge learning deficits.

2. Technical Functionality and Usability

The reliability of a platform, along with technical challenges such as software bugs and the necessity for regular updates, can profoundly impact the user experience. Feedback suggesting a demand for more consistent updates and bug resolutions underscores the critical nature of a stable and dependable platform. It is imperative that Moodle functions seamlessly, devoid of technical interruptions, in order to sustain student engagement and facilitate effective learning outcomes.

The recommendation for improved integration with additional learning tools indicates a demand for a unified educational experience. Learners gain advantages from a connected framework in which Moodle collaborates efficiently with various educational resources and platforms, thus fostering a more harmonious and extensive learning atmosphere.

3. Clarity and Communication

The necessity for more explicit assignment guidelines emerges as a consistent observation. Precise instructions facilitate students' comprehension of expectations and requirements, thereby diminishing ambiguity and elevating the standard of their submissions. Improving the clarity of assignment descriptions and evaluation metrics on Moodle has the potential to enhance academic performance significantly.

The increasing demand for enhanced communication tools suggests that students necessitate more efficient methods for engaging with their instructors. The availability of real-time feedback and tailored assistance is essential for catering to unique learning

requirements. By upgrading the communication functionalities on Moodle, it is possible to promote more productive interactions and deliver prompt support to students.

4. Student Satisfaction and Experience

Analysis of student feedback indicates a predominant level of satisfaction with the functionality provided by Moodle, particularly in terms of features like forums and progress tracking. Nonetheless, there exists a notable demand for more engaging course content and tailored support services. Striking a balance between the current capabilities of the platform and the expressed needs for supplementary features could significantly improve overall student satisfaction levels.

To effectively meet the varied requirements of Law and Arabic & Literary students studying English, the incorporation of supplementary interactive components—such as live sessions and multimedia resources—can significantly enhance engagement in the educational process. Furthermore, facilitating avenues for immediate interaction and tailored assistance is likely to enrich the overall learning experience.

The incorporation of the Moodle platform at Batna 1 University presents a considerable opportunity to improve English language acquisition among students of Law and Arabic & Literary students. The engaging features of the platform, along with its capabilities for monitoring student progress and providing actionable feedback, are likely to enhance the educational experience. Nevertheless, it is imperative to tackle certain challenges such as resolving technical difficulties, improving synergy with supplementary tools, clarifying assignment instructions, and bolstering communication features. Addressing these essential aspects will be vital for maximizing the utility of Moodle, ultimately leading to an enriched, dependable, and supportive educational context for learners.

Conclusion and Recommendations

Conclusion

Nowadays, learning English as a foreign language (EFL) is a central issue for university students around the world. Thus, integrating educational technology to enhance learning is highly needed in all corners of the world (Thabit Al-Ani, 2008). Using educational technology to support second/foreign language learning, like Moodle, is the case and the issues of discussion in Batna 1 University, a well-known Algerian university which provides English courses to non-English departments students. In undertaking Moodle to improve students' English proficiency, the research targeted three main aims: the effect of using Moodle on improving first-year Law and Arabic literature students' English proficiency; the effect of using Moodle on first-year Law and Arabic literature students' attitudes towards English lessons; and the effect of using Moodle on first-year Law and Arabic literature students' engagement in English lessons.

Technical challenges, including the requirement for increased update frequency and enhanced platform reliability, can impede the overall learning experience. Moreover, despite the commendation of Moodle's existing functionalities, there is a notable demand for more engaging content, clearer instructions for assignments, and superior communication tools. It is crucial to address these issues to fully leverage the advantages of Moodle in facilitating English language acquisition.

Data from the questionnaires also revealed that there was an increase after using Moodle. Moodle environment contributed to broaden first-year students' vision of English

proficiency, students felt more successful in terms of speaking and writing, and benefited from models and samples at their disposal. These findings, which argue that the use of Moodle improved learning English language, are supported by the study carried out by.

Recommendations

To enhance the educational experience, it is advisable to integrate interactive components such as live sessions and multimedia resources, including videos and interactive activities. This strategy aims to foster greater engagement and dynamism in the learning process. Moreover, employing a diverse array of content formats can effectively accommodate various learning preferences, thereby promoting active participation in English studies. It is also essential to ensure that the Moodle platform undergoes consistent updates, maintaining a bug-free environment to guarantee reliability and an optimal user experience.

Timely resolution of technical issues is essential to prevent disruptions and improve the overall functionality of the platform. Strengthening integration with various educational tools and resources will facilitate a more unified learning environment, thereby optimizing the learning experience. It is also critical to maintain a user-friendly interface that ensures ease of navigation, enabling students to efficiently access necessary resources and tools.

Formulate and disseminate more explicit assignment instructions and assessment benchmarks to enhance students' comprehension of expectations and facilitate their performance enhancement. It is crucial to provide feedback on assignments that is both comprehensive and constructive, offering clear guidance on methods for students to elevate the quality of their work.

Improve the communication features within Moodle to foster enhanced interactions among students and instructors. This could involve integrating functionalities such as real-time chat and video conferencing capabilities. Additionally, it is crucial to provide tailored support and constructive feedback to cater to the diverse needs of individual students, thereby improving their overall learning experience. Consistent collection of student feedback is essential for pinpointing areas that require enhancement and for ensuring that the platform remains aligned with their changing requirements. It is important to implement changes based on student input to perpetually optimize and elevate the Moodle platform's effectiveness.

Implementing these recommendations will enable Batna 1 University to enhance the Moodle platform, thereby improving its efficacy in supporting English language education for students in Law and Arabic literature disciplines. This optimization is likely to foster a more productive, engaging, and supportive learning atmosphere.

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