People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Kasdi Merbah Ouargla University

Faculty of Letters and Languages

Department of Letters and English Language

Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in the field of English Language and Literature

Major: Linguistics

Investigating the use of Moodle platform as a de/constructive learning environment in EFL blended learning,

The Case of EFL at KMUO

Presented and publicly defended by

Mohamed Sadek ELKHALILI and Zakaria CHAFOU

Supervised by

Dr. Sadoune Farida

Jury

Dr. Sayeh Lembarek Samira	**Kasdi Merbah University Ouargla**	**President**
Dr. Sadoune Farida	**Kasdi Merbah University Ouargla**	**Supervisor**
Dr. Belarbi Ahmed Noureddine	**Kasdi Merbah University Ouargla**	**Examiner**

Academic Year:

2021-2022

Dedication

All gratitude to Allah the Almighty

Who granted me the power to accomplish this work.

I dedicate my Dissertation first and foremost, to my wonderful parents, who have supported me along this journey with a sensitive heart full of tremendous love and admiration.

To my beloved wife, who has shown me nothing but love and support in the most difficult moments of life.

To my dearest brothers and sisters for their encouragement.

To my most respected and venerable teacher **Dr . Farida SADOUNE**, the best teacher I ever had.

For my friends and colleagues, I am deeply thankful for your existence.

Finally, I want to thank everyone who has helped me along the way. I consider myself fortunate to have you by my side.

Mohamed Sadek ELKHALILI

Dedication

This humble work is dedicated:

To my dearly beloved family members who would do anything for my sake, and my

Dear friends who have always been there for me. This is my chance to say you

are the reason for being able to do what I am doing today.

To my splendiferous co-workers and colleagues who wished for me the best and sup-

ported me all along the work.

To the every member of the family “CHAFOU”.

To whoever helped me and taught me during my educational journey.

Thank you all for everything!

Zakaria CHAFOU

Acknowledgements

This research will be presented to the English Department at Kasdi Merbah University Ouargla as part of fulfilling the requirements of the Master's Degree.

First and foremost, all the praise be to Allah the lord of this universe who gave us the ability to complete our research and peace be upon our beloved prophet Mohamed and his family.

It is with great pleasure that we dedicate this dissertation to our supervisor, Dr . Farida SADOUNE, whose encouragement and guidance have been so important.

We would like also to express our sincere gratitude to the honoured board of examiners for accepting, reading and assessing our work.

Furthermore, we have been grateful throughout the past years to the English department staff and teachers for their continuous guidance and help.

Finally yet importantly, a special appreciation goes to every teacher and student who contributed in this research as a part from the sample.

Abstract

In the era of high technology, the tendency to use it in teaching online is really needed especially with this living situation of COVID-19 pandemic. This new technological platform has become an interface for all universities in Algeria, so to be used as a mean of teaching is something inevitable. Students, nowadays, pass half their time in front of their laptops or smart phones, which means that teaching online may be well received by them. The present dissertation aimed to investigate the attitudes of EFL teachers and students of Kasdi Merbah University Ouargla towards Moodle platform and to detect whether this platform is a constructive or a deconstructive learning environment for them. This study is descriptive in order to achieve several data on the subject. It used a mixed method, quantitative and qualitative in order to collect the data needed. A questionnaire was submitted to EFL teachers and students of the University of Kasdi Merbah. The findings show that EFL students at UKMO find Moodle constructive environment of learning. In the other hand, teachers still have a pessimistic view on Moodle due to its weaknesses and to their lack of experience. They are not against it, but they want to be more prepared in dealing with it as well as they want it to be more developed and more efficient.

Keywords : Blended Learning, Online Teaching, EFL, Learning Environment, Moodle Platform

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

ICT: Information and Communication Technology

LMS: Learning Management Systems

Moodle: **M**odular **O**bject-**O**riented **D**ynamic **L**earning **E**nvironment

Q: Question

WebCT: Web Course Tools

List of Figures

List of Tables

Table of Contents

Chapter Two: The Open Source Moodle Platform

Chapter Three: Methodology and Data Analysis

General Conclusion

Appendices

General Introduction

Background of the Study

Modern education has become a matter of great interest due to the advent of modern technology. Many stakeholders have devoted much effort into developing ways for easy access to education for all age groups. As a result, it is no longer possible to think of modern education without associating it with ICT (information and communication technologies). Such devices as e-learning platforms are becoming increasingly popular since they are regarded as the most effective and convenient way of learning.

As e-learning has become a part of distance education, many educational institutions around the world have started using the available online platforms. As for the Algerian context, the ministry strives to provide a better educational system, which is tailored to meet Algeria's needs in order to improve after independence. It is undeniable that tangible achievements were made in the long run which have led to introducing distance education programs.

Nevertheless, recent research shows that the use of educational platforms is limited in Algeria, where availability and access are lacking. Although young adults explore sites for current events and entertainment, few are interested in educational sites.

Statement of the Problem

University teachers are expected to make educational content on the platform available to their students, in order to enhance student's learning and performance. Teachers can interact with their students via quizzes and tests, and track their academic progress

It is worthy of note that the Moodle platform is used solely by teachers to upload English courses. Despite the utilities and services it can provide to learners and the endless number of facilities to teachers, the platform remains an icon on Kasdi Merbah University’s e-learning portal. Moreover, most English students have developed familiarity with it due to the current situation marked by the Corona virus outbreak, since it was unrecognized by most of the English students before such circumstances. It is therefore possible to say that the platform remains unknown by many students and underutilized by most of the teachers.

The purpose of this research is to describe Moodle as a learning environment, with a specific focus on the use of this technology in an academic setting. It will highlight the main features of using technology in online teaching, as well as explore how its use can enhance a learning environment.

Purpose of the Study

This investigation uses a mixed methods approach in order to address the problem of whether Moodle, an open-source platform for online learning, is a constructive or deconstructive learning environment for the English as a Foreign Language (EFL) students at KASDI MERBAH university.

Research Questions

The central questions that arise from the previous discussion are as follows:

RQ.1. what are the EFL teachers and the learners attitude towards the use of Moodle platform as a blended learning method?

RQ.2. to what extent can the use of Moodle platform be constructive or a deconstructive learning environment for the EFL students of KASDI MERBAH university?

RQ.3. can Moodle platform enhance blended learning specially during the pandemic?

Hypotheses

Moodle platform can be both a constructive and a deconstructive learning environment for EFL students of KASDI MERBAH university. Therefore, this platform can either enhance a students' learning experience; or be detrimental to it, as determined by the ways in which that platform is used. It is hypothesised that the teachers and the learners develop positive attitudes towards Moodle and distant learning in general namely because it suits adult learning.

Research Methods

In order to achieve the aim of our study and to prove the hypothesis stated above. The study design will be descriptive. In order to achieve a sufficient amount of data on the subject we will use both quantitative and qualitative methods to collect information needed to address the study's aims. A questionnaire will be submitted to participants and relevant sources for soliciting data.

Structure of the Dissertation

This dissertation will consist of three chapters. Chapter one will discuss blended learning and its applications specifically in the realm of online teaching. It will introduce the reader to blended learning, its history, the theories of learning that it draws upon and its various advantages, challenges and methods for implementation within the educational context. Chapter two will focus on Moodle online platform. It will provide a detailed description of Moodle's structure and its various components, concluding with a brief discussion of the learning theory, social constructivism, upon which Moodle was based. Finally, chapter three will outline the research methodology of this paper and deal with data analysis and interpretation which will help answer the research questions and reach the objectives that have been set previously. Finally, a general conclusion, recommendations and suggestions for further research.

Definition of Key Terms

Blended Learning: courses that integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner, with a portion (institutionally defined) of face-to-face time replaced by online activity. (Picciano,2007, p. 9).

EFL: The use of English as a foreign or a second language by speakers of diverse native languages is known as EFL. English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL) are all terms used to describe language instruction for those studying English.(Lee,Paige,2022)

Learning Environment: It can refer to a method of education, a cultural milieu, or a physical location where teaching and learning takes place. The phrase is sometimes used as a more definite alternative to "classroom," although it usually refers to the student's encounter with educational philosophy or knowledge, and it may also relate to a range of learning cultures. (Eglossary).

Moodle: Moodle is a free, online Learning Management system enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere. Moodle stands for "Modular Object-Oriented Dynamic Learning Environment".

Teaching Online: the term "online learning" refers to education that occurs through the internet. It's also known as "e-learning" among other things. (Stern, 2004).

Theoretical Part

Chapter One:

Blended Learning in the Realm of Online Teaching

Introduction

The teaching and learning environment is embracing a number of innovations, including the use of technology in blended learning. This innovative pedagogical approach has been quickly adopted, though it is still in the early stages. The implementation of blended learning initiatives (a combination of face-to-face and online teaching and learning) is one of these innovations, but its uptake, particularly in the developing world, faces challenges in order for it to be an effective innovation in teaching and learning. Blended learning is hampered by a number of underlying factors. This study attempts to determine how teachers and students can successfully use technology in teaching and achieve the desired outcomes by using the blended learning approach.

1.1. Teaching Online

The term "online teaching" refers to education that occurs through the internet. The process of receiving online education also known as "e-learning" among other things. Online learning, on the other hand, is merely one sort of "distance learning," which refers to any learning that takes place at a distance rather than in a typical classroom. There is a long history of distance learning, and there are various varieties accessible today. (Stern, 2004).

Online learning is by far the most common method nowadays. According to the Sloan Consortium, online enrolments are growing at a faster rate than the general student population, and higher education institutions expect this trend to continue. The following are some of the most important findings:

The majority of all schools (53.6%) agree that online education is critical to their long-term strategy. Many academic leaders believe that online learning quality is already equal to or superior to face-to-face instruction. (The “no significant difference” phenomenon).

1.2. Definition of Blended Learning

Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home, and at least in part through online delivery with some element of student control over time, place, path, and/or pace; often used synonymously with *Hybrid Learning.*

According to Graham (2006), blended learning is defined as "a combination of instruction from two historically separate models of teaching and learning: traditional face-to-face learning systems and computer-mediated learning"(p1).

Blended learning has become an inseparable part of education landscape, supporting a combination of face-to-face and online learning or enabling students to learn at distance.

> Blended learning generally means the application of two or more methods or solutions to a learning need…Blended learning is the use of the most effective training solutions, applied in a coordinated manner, to achieve learning objectives that will attain the desired business goals. (Smilanich & Wilson, 2005, p. 12).

Blended learning combines a classroom experience with online and offline resources. Students learn not only in the classroom but also through a variety of resources, so it is considered to be an enhancement of traditional learning. Therefore, blended learning is contributing tools to complete the conventional method.

1.3. A Brief History of Blended Learning

Modern computer-based training can be traced back to the mini-computer and mainframe training of the 60's and 70's. It was the first time that training could be deployed to countless workers within an organization without having to rely on printed materials and face-to-face instruction. Employees could simply login to their character-based terminals to access the information. One of the most notable systems was Plato, which is still around today.

At this stage in the training timeline, companies began using video networks to train their employees. The instructor no longer had to be physically on-site in order to integrate new hires or broaden the skill sets of existing staff members. This made the training experience more interactive and engaging. Learners were able to communicate with their peers, watch the instructor on TV, and even address any questions or concerns sending them by mail. Think of it as the predecessor to webinars and video conferencing.

1980's and 1990's, and as technology advanced throughout the years, so did the ways in which it could be used to teach both traditional and non-traditional students. Schools and organizations started using CD-ROMs—CDs that held software as well as audio and visual components—to deliver more interactive experiences through e-learning. People could learn at their own pace while enjoying multimedia presentations, which were ideal for distance learning. For the first time in its history, computer-based training could offer a rich, comprehensive experience that made up for in-person instruction. The first Learning Management Systems (LMS) became available about this time as well. These programs offered organizations better ways to track their learners' progress and improve their courses.

Since the birth of the internet and E-learning, computers have evolved dramatically. In 1998, a new era of web-based learning emerged with the first generation of online instruction. More and more households began purchasing personal computers for their families to enjoy, while companies made PCs readily available for every employee. Then computers started to offer greater interactivity. Graphics, sound, and video became more immersive, while browsers increased connection speeds and gave virtually everyone access to internet learning resources. Rather than having to distribute CD-ROMs by postal mail and in person, organizations can simply upload material, e-learning assessments, and assignments via the web. At first, many CD-ROM developers tried to simply publish their eLearning courses to the internet without making any modifications. However, they quickly learned that their existing online content—large video files that took minutes to download, for example—would need to be finely tuned to meet the needs of web-based learners.

Today there is a wide variety of tech tools and applications for educators to use in their classrooms. These include interactive scenarios, webinars, and online tutorials such as those found online. Companies can provide instruction for their employees anywhere, anytime.

Online learners also have many opportunities to participate in online communities and eLearning courses from anywhere in the world. Ultimately, the union between face-to-face instruction and technology-based learning is creating new and creative ways to enrich the educational experience, making learning fun and exciting.

1.4. Characteristics of Blended Learning

Blended learning has three characteristics in accordance with Huang, Zhou and Wang's assumption (2006). These characteristics can be stated as follows:

1.4.1. Flexibility of Providing Learning Resources

Blended learning is a model with a wide range of resources for supporting students' learning, making good use of the teacher, and of computers (online or offline).

1.4.2. Support of Learning Diversity

Each student has a different learning style. In auditory learners, information is easier to absorb when it is heard, while visual learners better understand the meaning of pictures and diagrams. With kinaesthetic learners, movement or visceral sensations are helpful in processing information. Therefore, Blended learning is a trendy instructional approach that can harness a variety of resources to help students learn more easily.

1.4.3. Enrichment of E-Learning Experience

Online learning offers many advantages over traditional learning, including the ability to be more interactive. Such engagement helps them to build a deep and rich learning experience that can be realized through their participation in online classes.

1.5. Models of Blended Learning

Blended learning can be implemented in a variety of ways. This section summarizes the various blended learning models that have been proposed. It may be useful to comprehend the various ways in which online learning complements and enhances traditional learning strategies.

1.5.1. Valiathan's View

According to Valiathan (2002), blended learning can be categorized into three models in terms of their drive.

1.5.1.1. The Skill-Driven Learning Model

This model integrates self-directed learning with teacher assistance to help him enhance his knowledge and abilities in a certain subject.

1.5.1.2. Attitude-Driven Learning Model

It is a model that blends various activities and delivery media to develop certain behaviours.

1.5.1.3 Competency-Driven Learning Model

This model develops classroom competencies through combining action support tools with knowledge resources.

1.5.2. Wilson, J.W.et al. View

In terms of their delivery, Wilson, J.W.et al (2013) categorize blended learning into six models.

1.5.2.1. The Face-to-Face Model

It allows teachers to use technology in the classroom in specific situations, and it is recommended to help students who have greater abilities than their peers advance and achieve better learning, or to help students who have difficulty keeping up with the class pace, especially in language learning classes.

1.5.2.2. The Rotation Model

It requires students to switch their learning environment from a standard classroom to a lab on a regular basis. It allows kids to learn and figure out how things work by using online resources.

1.5.2.3. The Flex Model

It is designed for those who have behavioural, intellectual, or social difficulties and involves full online learning under the direction and guidance of a teacher. It makes learning more secure for them.

1.5.2.4. Online Lab Model

It requires students to go to an online lab in order to take some courses, not because of the flex model's constraints, but rather because of the school's limits, such as not offering that course. Furthermore, the pupils' work in the lab is supervised by adults rather than teachers. In addition to having access to subjects not provided at the institution, students can work at their own pace.

1.5.2.5. The Self-blend Model

It entails learning self-selected subjects and satisfies the needs of high school students seeking additional courses to aid in university application or job placement.

1.5.2.6. The Online Model

It's a paradigm in which students with limited time can meet their teachers online and then come in for face-to-face lessons or meetings on a case-by-case basis. This paradigm provides a lot of flexibility.

1.6. Advantages of Using Blended Learning Method

Al Fiky (2011, 24-26) summarizes the benefits of Blended Learning in few points stated as the following:

1.6.1. Increasing Students' Interaction and Participation

It allows teachers to use technology in the classroom in specific situations, and it is recommended to help students who have greater abilities than their peers advance and achieve better learning, or to help students who have difficulty keeping up with the class pace, especially in language learning classes.

1.6.2. Develop Students' Learning and Performance

If students and teachers can communicate with each other through face-to-face meetings and online learning, the process of contact between them is going well. Meanwhile, by providing a variety of learning resources, the pupils' performance improved. Thus, a positive relationship between students and teachers in the classroom or outside the classroom, as well as a variety of learning resources, influence students' performance and learning.

1.6.3. Developing Independent Learners

Students can learn independently using a variety of resources that are appropriate for their learning style. Additionally, a variety of resources, such as teacher and online conversation, can provide feedback to students during the learning process.

1.6.4. Time Saving

The students are able to save their time when copying the learning material and at the same time doing the tasks by using computers and the web.

1.6.5. Source of Motivation to Learners

The model and variety of learning activities impact one of the factors that drives pupils to learn. Students are motivated by the traditional technique and using computer-based learning (online or offline) in this scenario. The researcher believes that the blended learning paradigm incorporates a variety of learning tools, allowing pupils to learn from both the teacher and the computer (online or offline).

1.6.6. Source of Instant Feedback

In a face-to-face meeting and an online conversation, the teacher provides comments to the pupils. Then, students use the computer (online or offline) to save time while doing the assignment or copying the information, improve students' learning performance, and motivate students to learn. As a result, there will be a lot of interaction between students and teachers during the learning process.

1.7. Challenges and Difficulties of Using Blended Learning

Educators' adoption of a blended learning strategy revealed some obstacles and challenges, which could have an impact on the quality of the learning process and obstruct its extension and implementation in different learning environments.

Milheim (2006) stated that the use of a blended learning strategy faces a number of challenges, including the pressure that teachers have felt as a result of responding to students' inquiries and constantly contacting a large number of them, as well as difficulties related to students' low skills in dealing with the available technologies.

Graham et al. (2005) concentrated on the difficulties that come with using a blended learning technique. The role of live collaboration, learner selection, and self-organization, the need for models for sustenance and training, the need to strike a balance between novelty and production, the need for cultural adaptation, and the ability to handle the digital world all appear to be among these challenges.

Zayton (2005) added to the aforementioned challenges the slow Internet connection, which obstructs learning procedures and makes participation in online activities difficult, the high costs of blended learning, such as the high cost of hardware, facilities, software programs, and the execution of electronic communication between educational societies, specialists, and students, and the need for specialized training programs for academic staff to use blended learning.

Recent studies have shown that we can overcome the challenges by studying the experiences of advanced countries in this area, having a well-equipped infrastructure, ensuring a suitable teaching environment and the necessary financial support, and providing clear systematic plans based on educational principles under the supervision of experts in English language learning and information technology experts. This will result in a very effective blended learning environment for English instruction.

Conclusion

Taking into account the foregoing, it is reasonable to say that the blended learning model involves diversity of resources in learning, where students are able to learn from teacher explanation and using the computer online or offline. Then, diversity of resources in learning also very supports students on their learning diversity. It means that students can understand material easier if they know their types in learning style. Furthermore, one of the varieties of resources in learning is online learning. By online learning, they do many activities such as they do peer assessment, etc.

Chapter Two:

The Open Source Moodle Platform

Introduction

Nowadays, information and communication technologies (ICTs) play a vital role in education, with a particular focus on the instructional component, which is supported by Learning Management Systems (LMS) such as Moodle. These platforms, on the other hand, have a lot of potential if they are utilized to their maximum potential. Interaction, feedback, conversation, and networking are just a few of the actions that may be taken with learning platforms. They also provide several chances to experiment with new teaching and learning approaches. Many universities, like Kasdi Merbah University, have chosen the Moodle platform in particular. Several modules are integrated within the platform, allowing for tasks such as creation, organization, delivery, communication, cooperation, and assessment.

2.1. Moodle Platform: The Free Open-Source Learning Management System

Since a variety of expressions exist in the literature to describe educational computer applications such as Moodle, e-learning systems, Learning Environments (VLE), Learning Management Systems (LMS), or Course Management Systems (CMS), there is some confusion about which one to use. The common characteristic is that these educational tools offer manageable features to create an online course. They are a portal to course content in a variety of formats, from texts to images or sounds, with interactions taking place through various e-learning communicative tools. Moodle is an open source platform with configurable functional features that has made it one of the most widely used platforms worldwide (Costa, et al., 2012).

Moodle, which is based on socio-constructivist learning, is a novel pedagogical framework that allows students to do collaborative activities synchronously or non-synchronously, as well as create material for free because it is accessible over the internet. It does not require extensive digital knowledge to use because it has a straightforward, well-organized interface that guides users through modules. Moodle can be used in public or private schools, for full-time or part-time e-learning, or for blended learning. Furthermore, it enables staff members to quickly engage with and contact students by establishing an educa-

tional community, transforming it into a location that gives knowledge and assessment (Oproiuo, 2014).

The term is an acronym for Modular Object-Oriented Dynamic Learning Environment, as well as a verb "to Moodle," which stands for doing things as they happen, or, as its creator Martin Dougiamas put it, the pleasant tinkering that leads to invention. Furthermore, they proved that the concept of open source systems has influenced the field of software development, and that it now coincides with academic perceptions of freedom and knowledge sharing. Users can download Moodle for free on as many servers as they want, with no licensing, maintenance, or upgrade fees. Users can upgrade or not, and choose which features they want to incorporate into teaching/learning, as well as create new features and improve performance (Cole & Foster, 2008, pp. 04-05). Because the database and operating system of Moodle are both open source, an institution can set up the platform for free if they so choose. These unlimited terms of Moodle's use may be the driving factor behind its widespread adoption, and it's worth noting that Moodle's rapid development was aided by lightweight PHP language scripting tools.

Furthermore, Moodle's global partners, numbering in the hundreds, have gained exclusive control over their commercial services by designating Moodle as a trademark that is subject to a number of restrictions, effectively making Moodle not only a software but also a brand, thanks to a company Dougiamas founded called Moodle Pty Ltd. When people try to profit from Moodle, the brand comes into play, but they must first pay Martin, who owns the copyrighting conditions. Furthermore, partners who sell Moodle services around the world must pay the firm 10% of earnings. This allowed the Moodle code to be free and open while also putting full legal control in the hands of its primary creator Martin Dougiamas. As a result, the Moodle community's in-house operations have reduced costs to the point where the Blackboard and WebCT cannot compete (Costello, 2014).

In this regard, William Rice (2006) stated in his Moodle course building guide that Moodle is a platform that provides a unique online learning experience that goes beyond the typical online course, which consists of a succession of web pages, graphics, and animations followed by quizzes. It has just about all of the characteristics needed to promote an active learning environment brimming with student-teacher interactions. It is filled with web pages

to explore, courses with live chats, forums that allow users to classify content relevance, online workshops for students to collaborate and assess one another's work, polls that display students' perceptions of course progress, and repositories where they can share their files.

2.2. Moodle Origins and Developments

Martin Dougiamas's works go back to as early as the 1999 before its official release in 2002, Martin Dougiamas's founder had an early exposure to distance learning as he grew up in the Australian outback in the 1970s, taking lessons from the School of Air (History, 2019). He was a Computer Science graduate of Curtin University where he had his experience with WebCT. He pursued pedagogy studies at Masters and PhD levels. In 1999, he went on to help run the installation of WebCT at Curtain University due to the difficulties faced with the software's proprietary licensing that prevented its adaptation. Dougiamas was urged to look for an alternative method for online learning and decided to create an alternative virtual learning environment which is open source and is rooted in social constructivist principles, what became the centre of his PhD (Dougiamas & Feldstein 2010. as cited in Costello, 2013).

Prototyping for a new learning management system began in 1999, following the release of a paper titled “Improving the effectiveness of tools for Internet-based education,” which dealt with a study that looked for areas to improve the Moodle as an online course tool. As research was continuous, Moodle was released under General Public License (GPL) in 2001 (History, 2019), making it the first ever Moodle to launch Peter Taylor’s site http://smec2001.moodle.com at Curtin University. Its source code was available to the public and individuals could modify Moodle by just releasing modifications to the source code of the redistributed modified version back to the public domain (Costello, 2013).

At the close of 2001, Moodle founder Martin Dougiamas and Peter Taylor released a paper titled “An Interpretive analysis of an internet based course constructed using a new courseware tool called Moodle” which attempted to summarize the links between the participants’ experiences and Moodle and to improve the ability of Moodle as a tool to create online courses that incorporate and further develop a social constructionist pedagogical framework. Later in 2002, Dougiamas released Moodle 1.0, the first stable version with basic installation

documentation, and forums were created. This software allowed users to create their own content and thus has been translated into many different languages (History, 2019).

In 2003, Dublin City University adopted the popular open source e-learning tool Moodle to replace their expensive commercial alternative WebCT. The committee responsible for choosing an e-learning system showed that Moodle's open source, unrestricted technical access, and social constructivist philosophical pedagogy were suitable to DCU's educational approaches. Some features of the system were lacking, but it was ranked equally with WebCT in terms of practicality and hoped for the lacking feature to be available in the near future or developed by the university itself. For example, "the high cost of the commercial alternatives such as WebCT; fear of 'vendor lock-in' to alternative commercial products; Moodle's online community, including its bug tracker, code repository and public discussion forums; and the growth in the developer community that it was experiencing." (Costello, 2013, p. 06).

By 2005, the Moodle learning management system had proved popular, with an annual Moodle Moot (a convention) held in Oxford. It had also attracted the interest of businesses and organizations, who strived to become Moodle partners. By 2007, the platform boasted better documentation and a new certification status. In 2010, over a million registered users used Moodle worldwide.

Moodle's official release of its HTML5 app in 2013 made mobile technology the next focus after its adjustable theme for various screen sizes. In 2012, Moodle held its first Research Conference to point out how such an advanced technology and design sophistication was deeply rooted in social constructionist pedagogy, which was apparent in Moodle's official MOOC, Learn Moodle, which inaugurated in September 2013 with more than 9000 contributors to its basic features.

Figure 2.1. The Initial Moodle Website (History, 2019).

Figure 2.2. The Initial Moodle Access Display (History, 2019).

2.2.1. Developments of its Features

Moodle platform has witnessed a variety of features and changes in order to meet the target's educational needs. The development of the features has gone under multiple stages that can be summarized in the following table:

Table 2.1. Development of Moodle Platform Feature throughout the Years (Moodle, 2021).

Branch	Original release date	New Features
1.0	20 August 2002	
1.1	29 August 2003	
1.2	20 March 2004	
1.3	25 May 2004	
1.4	31 August 2004	
1.5	5 June 2005	
1.6	20 May 2006	
1.7	7 November 2006	
1.8	30 March 2007	
1.9	3 March 2008	New grade Book, bulk user actions, tagging
2.0	24 November 2010	Integration with plagiarism prevention tools
2.1	1 June 2011	
2.2	5 December 2011	Advanced grading methods including Rubrics
2.3	25 June 2012	Drag and drop files
2.4	3 December 2012	
2.5	14 May 2013	Badges
2.6	18 November 2013	Annotate uploaded PDF, bulk course creation, multiple calendars
2.7	12 May 2014	Atto HTML Editor, responsive design, log in with email address
2.8	10 November 2014	Text autosave, like rating
2.9	11 May 2015	Dashboard, view all grades
3.0	16 November 2015	4 new quiz types

3.1	23 May 2016	Requires xml-reader. Competencies, assignment grading, download selected assignment, recycle bin, pinned forum discussions, workshop enhancements, publish as LTI tool, tag course activities, easier section editing, search meta-linked courses, competency frameworks, learning plan templates, global search, assignment file conversion using Universal Office Converter (unoconv), search file system repository, lesson default settings, tag collections.
3.2	5 December 2016	PHP 5.6.5 as the minimum version. New Boost theme, new Site Administration navigation, media player improvements, interactive report charts, discussion locking, assignment overrides, workshop portfolio export, select for students in Choice, negative scores for rubrics, user tours, competency frameworks import and export, new media player plugins, LTS 2 compliance, course end dates, user-friendly messaging and alerts, grading improvements, auto-login, sign-up improvements and SSO, new notification preferences.
3.3	15 May 2017	Requires open-ssl and file-info. Better Office integration, improved dashboard, FontAwesome for Moodle icons and general use, Emoji support, set a 'grade by' reminder, specify assignment file types, collapse comments in assignments, better activity completion management, drag and drop media, 'stealth' activities available but not shown, more tag areas.
3.4	13 November 2017	PHP 7.0.0 as the minimum version, intl required. Better calendar management, category calendar events, drag and drop calendar events, private file storage display, improved global search, easier activity navigation, more efficient user management, teachers can now override

		activity completion status, helpful filetype selector, tag database entries, Inspire Analytics in core, new filters for user tours, HTTPS conversion tool, OAuth2 services trusted email verification, manage all tokens, clearer site registration.
3.5	17 May 2018	Moodle 3.5 focuses on **GDPR** compliance, enhanced usability and accessibility. Includes privacy and policy area in Profile, course images on the dashboard, clearer icons and accessible fonts, direct record sound and video, choice results display, more efficient user management, award badges based on other badges awarded, filter questions by tag, quiz essay question type, GDPR features, simple global search (without external engine), LTI Advantage 1.1 support, more badge criteria, cohort themes, new capabilities.
3.6	3 December 2018	Moodle 3.6 focuses on Improved course overview, Useful new dashboard blocks, New messaging interface, Nextcloud integration, Clearer privacy links in your profile, Hide yourself in the online users block, Message your groups, More information on your badges, Record assignment feedback, Quiz improvements, Easily find duplicated items, Hide page last modified dates, Privacy enhancements, Message access control, Nextcloud integration, Context freezing, PayPal support Rupees, Control audio/video recording.
3.7	20 May 2019	PHP 7.1 required. Forum improvements. Ability to hide course lists depending on user role. Support for LTI 1.3. Learning Analytics improvements. Group messageing improvements. Accessibility improvements in forum, Boost theme and general accessibility improvements.

3.8	18 November 2019	Navigation and accessibility improvements, forum emojis, anonymous posting
3.9	15 June 2020	PHP 7.2, 7.3 or 7.4 required. Integration of Safe Exam Browser, Accessibility improvements, Usability improvements, Activity chooser overhaul, Content bank, Full H5P integration, MoodleNet integration, Improved participants page filtering, Course copy, Support for Open Badges 2.1, third party integrations
3.10	9 November 2020	PHP 7.2, 7.3 or 7.4 required. Download course content, Payment subsystem, Implement LTI 1.3 Dynamic Registration. Selectable backpack, new scrolling timer for quizzes, ability to import and export language customizations.
3.11	17 May 2021	PHP 7.3 or 7.4 required. Improved student activity completion, Brickfield accessibility toolkit, Open Badges 2.1, IMS OBv2.1 OAuth 2 service, Plagiarism support to essay quiz questions. Replaced hard-coded social media profile fields with a new custom social profile field type.

2.2.2. Development of Its Adoption

Shell, London School of Economics, State University of New York, Microsoft, and the Open University are among the institutions and organizations who trust Moodle. Moodle is the most commonly used learning platform in the world, with more than 213 million users across academic and business environments.

Moodle now has a market share of more than 50% throughout Europe, Latin America, and Oceania. Blackboard (31%), Canvas (30%), and Moodle were the top three learning management systems (LMS) in the US higher education industry as of fall 2018. (18%). Following Blackboard, Moodle was the second largest supplier in 2013, with a 23% market share (41%). Moodle, on the other hand, has fallen to third place by 2017, owing to rising usage of

Instructure's semi-open source Canvas platform. Although this collaboration terminated in 2018, Blackboard became an official Moodle partner in March 2016.

2.3. The Educational Philosophy behind Moodle Platform

Dougiamas created Moodle in 2002 to assist educators in creating an online teaching and learning platform that adheres to a social constructivist pedagogical philosophy. Although the Galway Mayo Institute of Technology (GMIT), an Irish higher educational institution, began utilizing Moodle in 2006, little study has been done to see if Moodle helps GMIT implement social constructivism. The main research question for this study is to see if using Moodle in the final year of a GMIT business degree facilitates social constructivism principles.

The paper begins with a review of the literature on social constructivism from various theoretical perspectives. It isolates four principles from the overarching theoretical framework in order to provide a methodological foundation for assessing what is happening in Moodle in this GMIT business degree from a social constructivist standpoint. Scaffolding, knowledge creation, active learning, and social engagement are among the essential ideas, and Moodle can theoretically facilitate these principles.

A case study with a mixed methods approach was used as the research strategy. Surveys and focus groups with final-year business students and instructors are among the data collection tools. Moodle did not significantly facilitate social constructivism principles in this group, according to the study's key finding. Moodle, on the other hand, was shown to facilitate limited scaffolding, particularly conceptual scaffolding, in the study.

In addition, a number of obstacles to adopting Moodle to assist social constructivism principles were discovered. Lack of training and time, as well as the availability of alternative technology, more effective face-to-face social connection, and student inhibitions, are all factors to consider. The study concludes with some suggestions for how GMIT's School of Business could get closer to a position where Moodle's ability to enable the social constructivism principles that drive it is fully realized. These suggestions are divided into three categories: cultural, technical, and policy enablers. (AISHE-J, 2019, p.1).

2.4. A Presentation of the Platform

The home page of Moodle platform, which users access through their browsers, often contains information about the institution and can be heavily customized. (It's also feasible to lock off the home page so that when a user clicks on the Moodle URL, all they see is a log in screen.). Users may be provided logins; they may be permitted to create accounts on their own; or they may be signed in automatically from another system, depending on the institution.

Inside Moodle there is a basic structure which is organised around courses. These are essentially Moodle pages or spaces where teachers may display their learning resources and activities to students. They come in a variety of configurations, but most have a number of core areas where contents are shown and side blocks with additional features or information. Depending on the teacher or institution, courses might contain information for a year's worth of study, a single session, or any other variation. They can be utilized by a single instructor or shared by several. Students can self-enroll, be enrolled manually by their teacher, or be enrolled automatically by the administration, depending on the institution. Courses are divided into many categories. Physics, chemistry, mathematics and Biology courses might come under the Science category for instance.

Moodle users include teachers, students, and other Moodle users. The roles of "teacher" and "student" are not assigned to users when they first log in to Moodle. Everyone who logs into Moodle has no special capabilities unless the administrator assigns roles to them based on their needs in certain courses or circumstances. The Navigation and Administration blocks allow logged-in users to access parts of Moodle such as their courses and profiles. What a user sees in these blocks is determined on their role and any administrator-granted privileges. Each user gets their own dashboard that they may personalize.

Figure 2.3. The Main Page of Moodle Platform (Moodle, 2022).

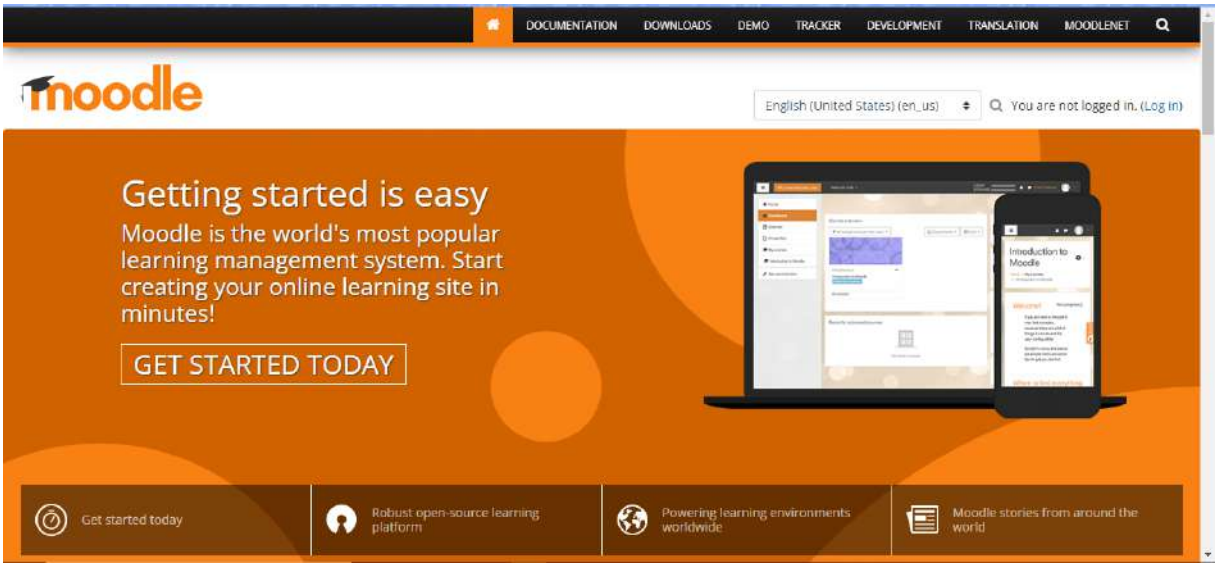
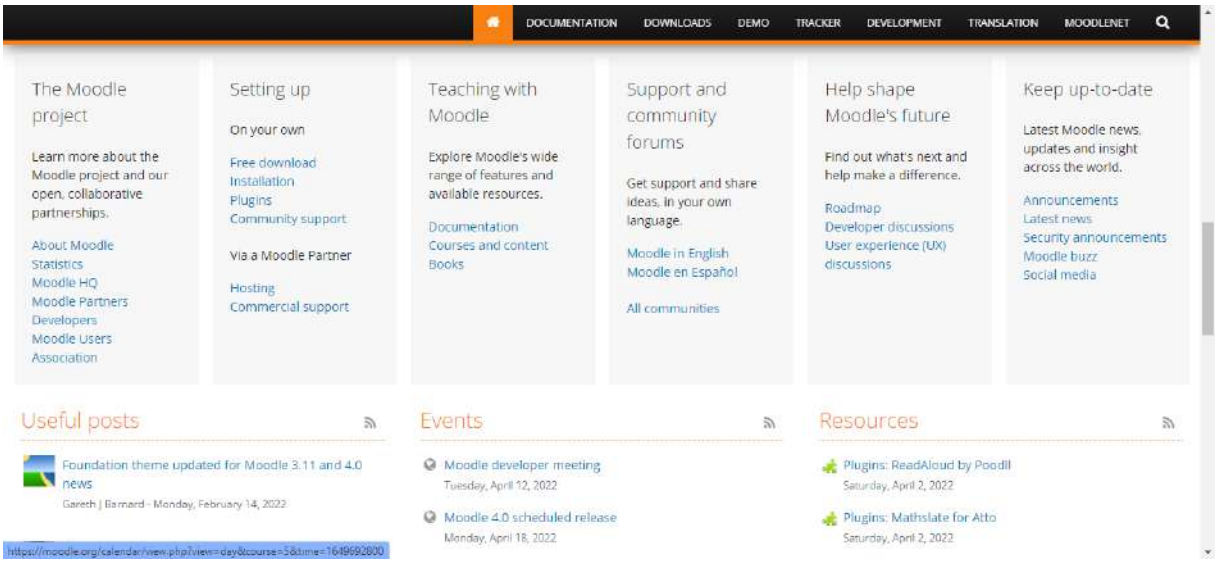


Figure 2.4. Down the Main Page of Moodle Platform (Moodle, 2022).



2.5. Features of the Platform

Moodle is a free online Learning Management System that allows instructors to establish their own private website with dynamic courses that allow students to learn at their own pace, anytime and anywhere. Moodle can fulfill your demands whether you are a teacher, student, or administrator. Moodle's highly customizable core includes a number of basic features.

2.5.1. General Features

These general features' list is long and in order to be concise only eight will be dealt with next as mentioned in Moodle website, and they are as follows:

- User-friendly Interface: it is meant to be adaptable and available on both desktop and mobile devices.
- Dashboard that displays current, previous, and future courses, as well as assignments due.
- Collaborative tools and activities: they enable you to use forums, wikis, glossaries, database activities, and more to collaborate and learn.
- All-in-one Calendar: Moodle's calendar function allows you to keep track of your academic or work calendar, course deadlines, group meetings, and other personal activities all in one place.
- Convenient File Management: drag and drop files from cloud storage providers like Microsoft One-Drive, Drop-box, and Google Drive for easy file management.
- Simple and Intuitive Text Editor: with an editor that works across all online browsers and devices, you can easily format text and add media and photos.
- Notifications: users can get automated alerts for new assignments and deadlines, forum posts, and send private messages to one another when this feature is enabled.
- Track Progress: Educators and students may keep track of their progress and completion using a variety of tools for tracking specific activities or materials as well as at the course level.

2.5.2. Administrative Features

They are the features that organize and ensures the successful and simple use of the website. Some of these features are:

- Customizable Site Design and Layout: one may easily customize a Moodle theme with your logo, color schemes, and other features, or you can create your own.
- Secure Authentication and Mass Enrolment: to add and enrol users to your Moodle site and courses, you have over 50 login and enrolment options.
- Multilingual Capability: it allow people to watch and study in their native language, or set it up for multilingual individuals and organizations.
- Bulk Course Creation and Easy Backup: courses may be added in bulk, and big courses can be easily backed up and restored.
- Manage User Roles and Permissions: it defines roles to specify and regulate user access to address security issues.
- Supports Open Standards: it imports and exports IMS-LTI, SCORM, and other formats into Moodle with ease.
- High Interoperability: it integrates external apps and content at your leisure, or design your own plugin for bespoke integrations.
- Simple Plugin Management: plugins may be installed and disabled from a single admin interface.
- Regular Security Updates: Moodle is updated with the most recent security fixes on a regular basis to help keep your Moodle site safe.
- Detailed Reporting and Logs: one can view and produce reports on course and site activities and participation.

2.5.3. Course Development and Management Features

These are the features that make Moodle platform stands out compared to any other educational platform. Worth mentioning features are the following:

- Direct Learning Paths: it creates and manages courses to fulfil a variety of needs. Instructor-led, self-paced, hybrid, or totally online classes are all options.

- Encourage Collaboration: content-driven collaboration is encouraged through built-in collaborative publishing tools.
- Embed External Resources: it connects to the grade book in Moodle to teach materials and integrate assignments from other sites.
- Multimedia Integration: one can simply search for and insert video and audio files in your courses thanks to Moodle's built-in media support.
- Group Management: learners may be grouped together to share courses, differentiate tasks, and make teamwork easier.
- Marking Workflow: the ability to assign different markers to tasks, manage grade moderation, and regulate when specific learners' grades are disclosed.
- In-line Marking: it allows to annotate files right within the browser allows you to quickly examine and offer in-line input.
- Peer and Self-assessment: learners are encouraged to observe, evaluate, and review their own and other course members' work as a group through built-in activities such as workshops and surveys.
- Integrated Badges: it motivates learners and rewards participation and accomplishment with personalized Badges that are fully compatible with Mozilla Open Badges.
- Outcomes and Rubrics: the ability to customize the grade book to your course and examination conditions, choose from advanced grading techniques.
- Competency Based Marking: it allows to create individualized learning plans that span courses and activities to establish competences.
- Security and Privacy: one can teach and share in a secure environment that only you and your students have access to.

Conclusion

The purpose of this chapter was to provide an account of some of the practices in the realms of ICT and education. Concepts such as ICT integration relevance and existing research on primary integration approaches were introduced in this theoretical chapter. The focus was then shifted to pedagogy and ICTs, with literature on the reciprocal link between the two subjects being reviewed, and pedagogy applications in the field of Internet Communication and Technology being explored. The following section served as a transition to our re-

search's main focus; it provided a general overview of learning management systems' developmental features, a timeline of their gradual establishment, a description of their position on higher education, and an overview of their technical aspects. In the last section, the Moodle platform is discussed, including its history, educational capabilities, and key categories.

Practical Part

Chapter Three:

Methodology and Data Analysis

Introduction

3.1 Research Methods

3.2 Sampling and Population

3.3 Research Instruments and Data Collection

3.3.1 The students' Questionnaire

3.3.2 Finding and Analysis

3.3.3 Analysis of Students' Questionnaire

3.3.4 Students' Questionnaire results discussion

3.4.1 The teachers' Questionnaire

3.4.2 Analysis of the Teachers' Questionnaire

3.4.3 Teachers' Questionnaire results discussion

Conclusion

Introduction

After dealing with theoretical knowledge in the two first chapters, it is time to deal with something more practical. This chapter represents the methods used in gathering and analysing the data collected. It examines the tools and the instruments which helped conducting this research about whether Moodle is a constructive or deconstructive learning environment for EFL learners' academic writing. This chapter will deal with both the research method, the sampling and the data collection procedure on one hand, and on the other with the analysis and the interpretation of the data collected.

3.1 Research Method

In order to achieve the aim of our study, we opted for the mixed method approach. We used the quantitative approach as it provides the numerical representation of the data collected, and the qualitative approach to provide more emphasis and to equip us with a complete overview, to observe the data in a deep way. To collect the needed data we intended to use the questionnaire.

3.2 Sampling and Population

The sample of our research are English students and teachers at the department of Kasdi Merbah University Ouargla. In total 90 students chosen randomly, between the age of 18 and 28, and 20 teachers were handed the questionnaire. This process was administered in a friendly environment, the questions were understandable with clear instruction, to help the informants provide suitable answers. We were present and we provided explanation and clarification for everything that seemed absurd for students.

3.3 Research Instrument and Data Collection

The results of this study, were achieved through two main instrument.

3.3.1 The students' Questionnaire

The first instrument to conduct this study was the questionnaire, it was administered the last week of March exactly before the spring holidays. We opted for an open ended questionnaire with 25 questions containing three sections . The first section (5 questions) dealt with general information of the informants. The second section (5 questions) was about the online learning and the tendency of the learners to use it. The last section (15 questions) was about Moodle and online teaching, it investigated how Moodle can help in distant learning and also to detect students' attitudes towards its use.

3.3.2 Finding and Analysis

The data gathered from the students' questionnaire and the interview were analysed to reach to the results of this study. The data were analysed using the methods described above.

3.3.3 Analysis of Students' Questionnaire

As it was already explained, the questionnaire was distributed to 90 students of English at Kasdi Merbah University. The sample was chosen randomly, it contained both genders of different ages. The questionnaire was a combination of both close and open ended questions, all answers were written in English. The analysis of the retrieved questionnaire provided the following answers.

Section One: Background Information

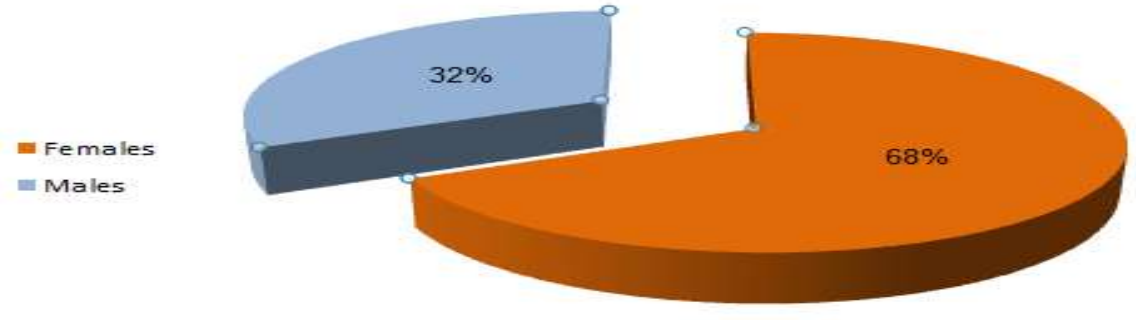
This section compromises five questions.

Question 1: was about gender, the questionnaire was distributed randomly between males and females, from the results shown on the table, we can notice that our sample contained 61 females and 29 males.

Table 3.1. Students' Gender

Gender	Females	Males	Total
Number	61	29	90
Percentage	%67.8	%32.2	%100

Figure 3.1. Students' Gender



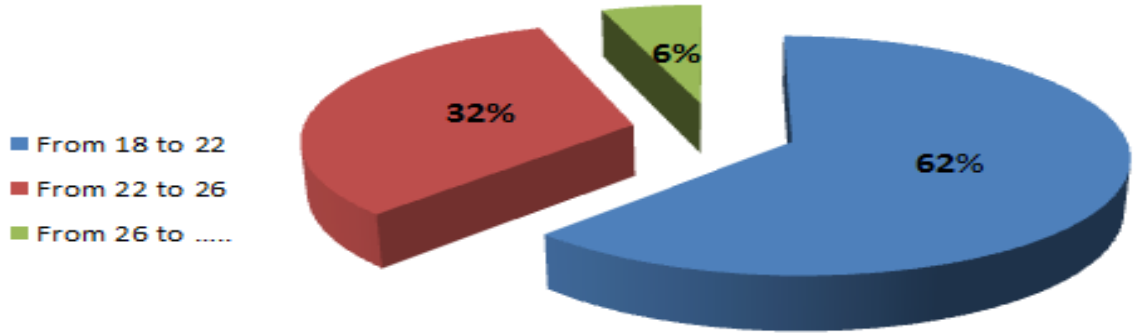
From the graph above we can observe that female students are numerous than males. Females represent 68% of the sample, while male students equals only 32%. This result may be because female students are more interested in the field of foreign languages than males.

Question 2: was about students' age, they were given three choices, and they needed to tick the one that suits their age. 52 students out of 70 were between the age of 18 and 22 which translates to 74.3% of the sample. 24.3% of the sample was between the age of 22 and 26 which equals 17 students, however, only one student was more than 26 years old which represents 1.4% of the sample.

Table 3.2. Students' Age

Age	From 18 to 22	From 22 to 26	More than 26	Total
Number	56	29	5	90
Percentage	%62.22	%32.22	%5.56	%100

Figure 3.2. Students' Age



From the results above, can notice that our sample contains mixed aged learners, which represents perfectly our population, as we decided to work with all students of the department of English at UKMO. Another factor that contribute to this variety of age is the fact that a large number students' ceased their studies years ago, and decided to re-join now.

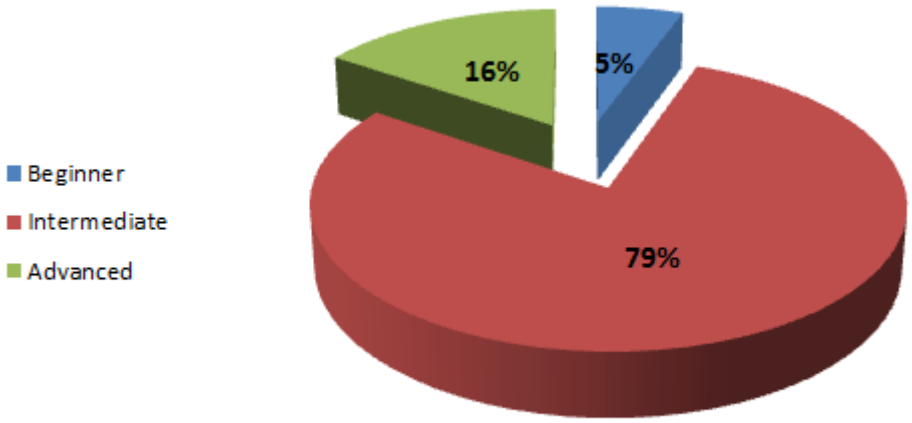
Question 3: Where can you classify your English level?

Students were asked about their level in English, they had three choice and they needed to select their appropriate level. According to the table, 5 students out of 90 claimed they are beginners, which represents 5.55% of the sample. However, 71 out of 90 stated that their level is intermediate which translates to 78.89%. Whereas 15.56% of the sample thought their level is advanced which equals 14 students.

Table 3.3. Students' level in English

Levels	Beginner	Intermediate	Advanced	Total
Number	5	71	14	90
Percentage	5.55%	78.89%	15.56%	100%

Figure 3.3 . Students' level in English



From the results showed above, we can say that the majority of the students at UKMO have an intermediate level with a little diversity , which may be the result of different learning techniques.

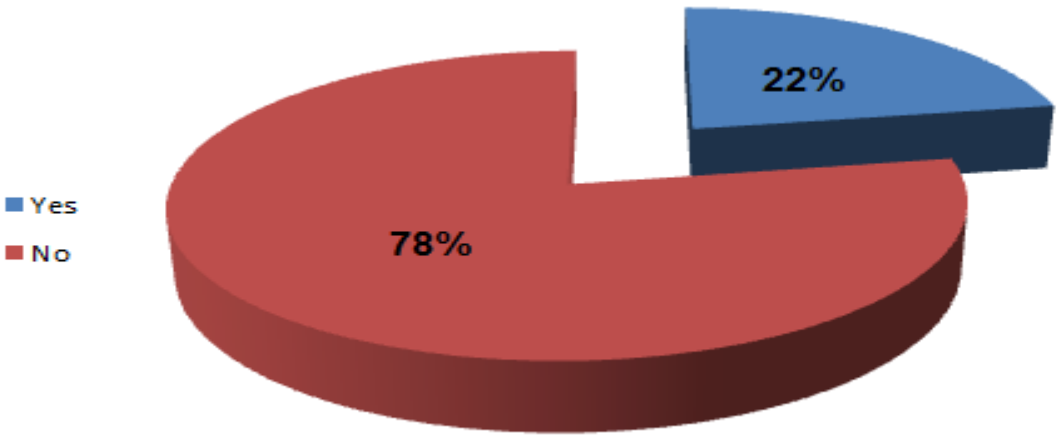
Question 04: Do you study and work at the same time?

Students were asked whether they study and work at the same time, they were given a choice between yes or no, 20 students out of 90 making 22.22% said they work while they study. On the other hand, 70 students 77.77% are only students.

Table 3.4. Students' Occupation

	Yes	No	Total
Number	20	70	90
Percentage	5.55%	78.89%	100%

Figure 3.4. Students' Occupation



According to the results above, 78% of the sample are only students, in the other hand, 22% work and study in parallel. Maybe students who work, need an access to their lessons in their working place.

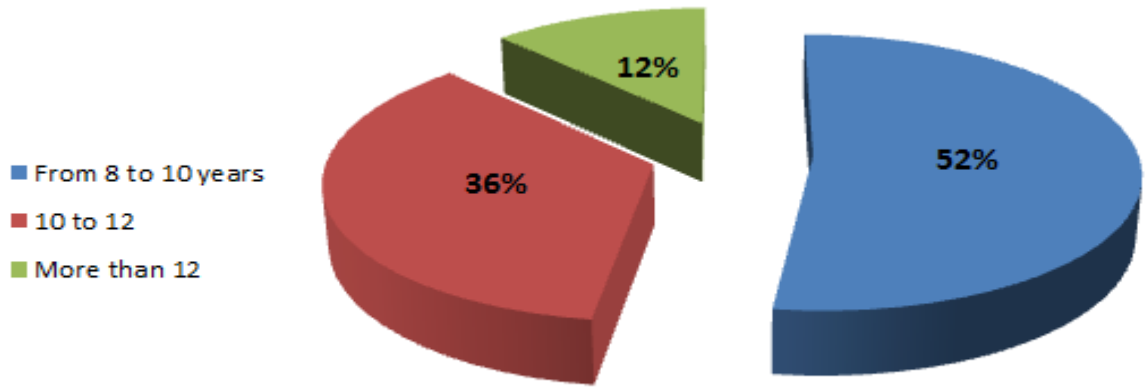
Question 05: For how many years did you study English?

Students were asked about the number of years where they have studied English. they needed to choose between 3 choices, 47 students out of 90 (52.22%) said that they studied English form 08 to 10 years. While 35.56% claimed they studied English from 10 to 12 years which translates from 32 students out of the sample. However, only 11 students said they studied English for more than 12 years making it 12.22%

Table 3.5. Duration of Learning English

	From 8 to 10 years	10 to 12	More than 12	Total
Number	47	32	11	90
Percentage	52.22%	35.56%	12.22%	100%

Figure 3.5. Duration of Learning English



This difference in the duration of learning English is the result of our mixed sample. However the largest category is from 8 years to 10 years which indicates that English Language of a long period of time is familiar to the learners.

Section Two: Social Media and Academic Writing:

This section compromises 5 questions.

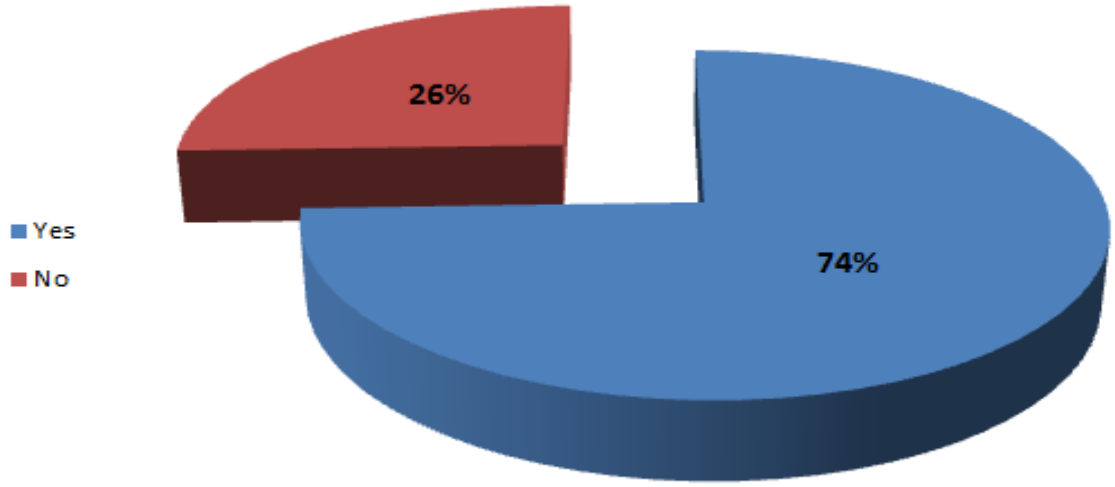
Question 01: Do you use English outside the classroom?

This question aimed at investigating the use of English outside the classroom, this was a yes or no question with giving justification. 74.44% of the sample claimed that they use English outside the classroom, which represents 67 of the sample, whereas, 23 students out of 90, which gives 25.56% responded that they do not use English outside the classroom.

Table 3.6. Students' Use of English outside the Classroom

	Yes	No	Total
Number	67	23	90
Percentage	74.44%	25.56%	100%

Figure 3.6. Students' Use of English outside the Classroom



From the data above, we can notice that the majority of learners use English outside the classroom. Students often seek to improve their language, which leads them to communicate in English outside the class with their colleagues or friends.

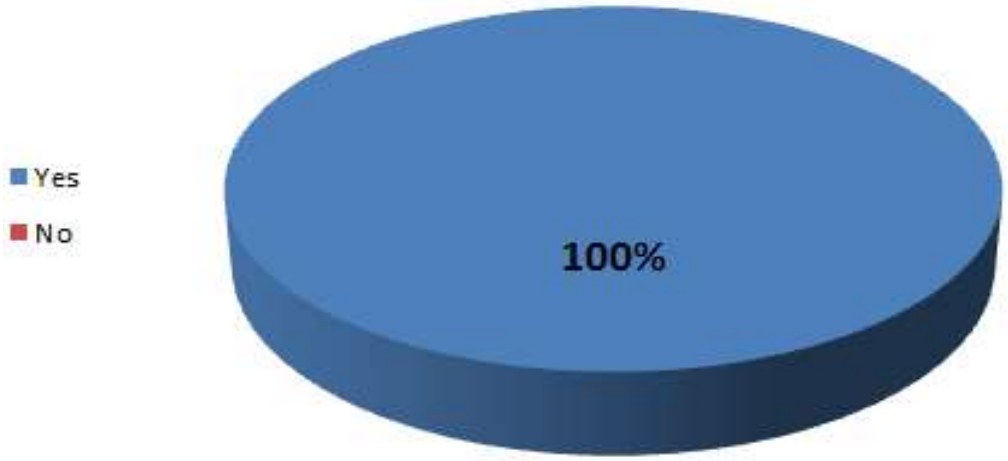
Question 02: Do you use internet to learn English?

The students were asked if they used internet in order to learn English. As expected, all of them stated that they did through their phones, laptops and even public computers.

Table 3.7. Students' Use of internet to learn English

	Yes	No	Total
Number	90	0	90
Percentage	100%	0%	100%

Figure 3.7. Students' Use of internet to learn English



Internet is the easiest and the most available way to learn English language. So students never hesitate to use it.

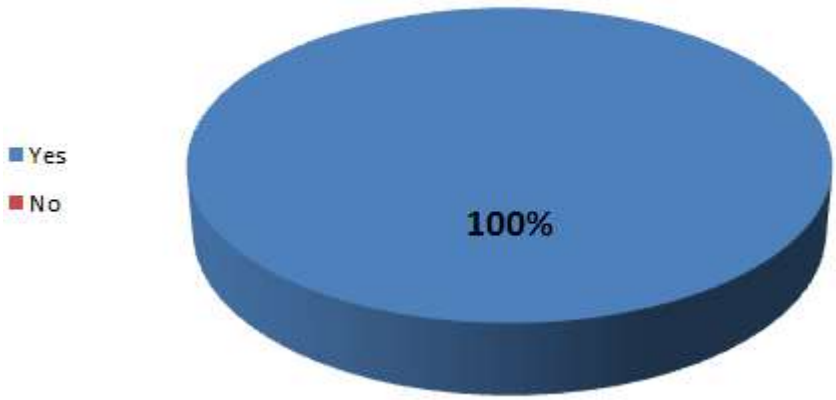
Question 03: Do you use internet to download topics related to your study?

In this question, we wanted to investigate if the learners were looking for the lessons or the topics related to them on the internet or no. They were given a choice between yes or no. Surprisingly, all of them said yes and declared that they used Google, Moodle and any available sites.

Table 3.8. Students' Use of internet to download lessons

	Yes	No	Total
Number	90	0	90
Percentage	100%	0%	100%

Figure 3.8. Students' Use of internet to download lessons



From the data above, we can notice that students largely depend on the internet when it comes to their study. They download all what is related using different sites so that they keep up-to-date.

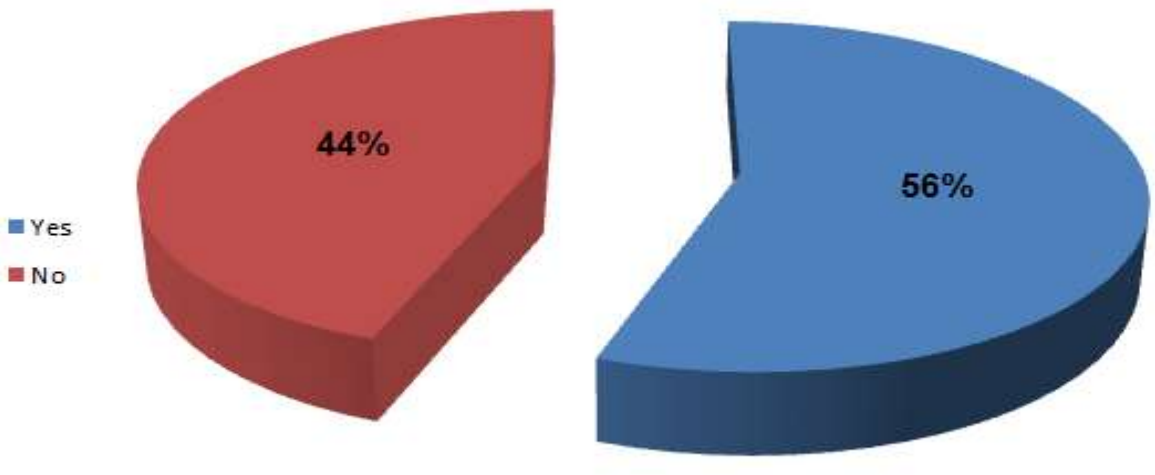
Question 04: Do you generally find what you are looking for on Moodle platform?

In this question, the sample was asked if Moodle platform was enough to find what they were looking for and that was in order to know whether the needed topics and lessons are always available on Moodle or not. 50 out of 90, which represents 55.56% answered by yes whereas 40 said no.

Table 3.9 . Topics availability in Moodle platform.

	Yes	No	Total
Number	50	40	90
Percentage	55.56%	44.44%	100%

Figure 3.9. Topics availability in Moodle platform.



From the results above, we can notice that unfortunately, Moodle platform doesn't provide the students with all what they need in their study in spite of being their official platform.

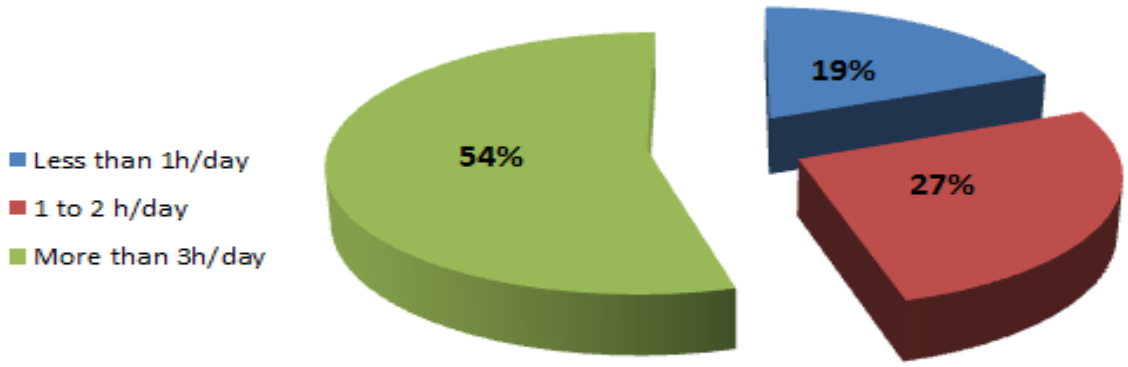
Question 05: In average, how much time do you spend daily on Moodle?

In this question students were asked about the time they spend on Moodle. 17 students out of 90 (18.9%) responded that they only spend less than one hour per day scrolling on Moodle. While 26.7% of the sample (24 students) claimed that they only spend one to two hours on Moodle daily. On the contrary, 49 students translating to 54.4% reported that they pass more than three hours a day surfing on moodle.

Table 3.10. Students' Time Spend on Moodle.

	Less than 1h/day	1 to 2 h/day	More than 3h/day	Total
Number	17	24	49	90
Percentage	18.9%	26.7%	54.4%	100%

Figure 3.10. Students' Time Spend on Moodle.



We can see from the results above, that a large number of students access the Moodle platform for more than three hours a day. This average can be the result of finding some of what they need (as mentioned in question 4 section 2) which make it easier for students to download their lessons and spend many hours scrolling from one module to another.

Section Three: Moodle and online teaching.

This section of the questionnaire compromises 15 questions.

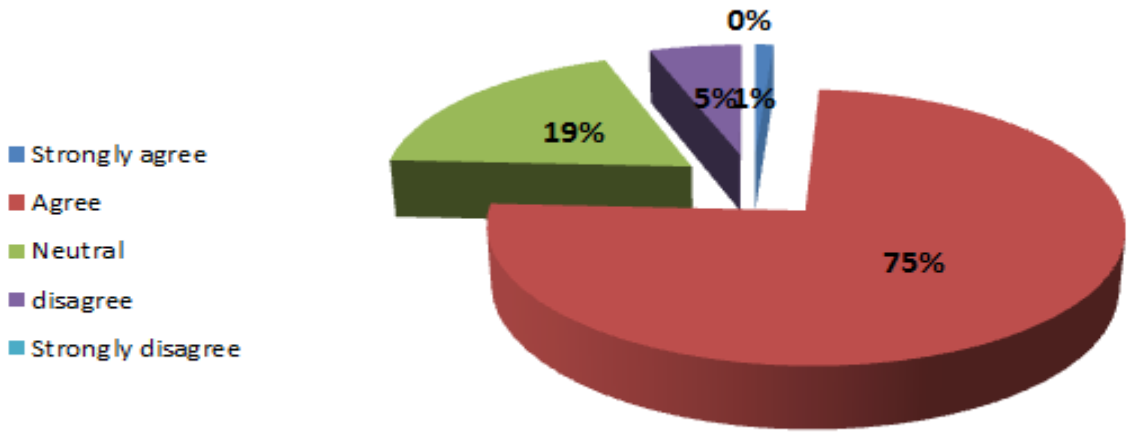
Question 1: Do you think that using Moodle facilitates learning?

When the students were asked whether using Moodle facilitated learning, 1 out of 90 replied that he/ she strongly agreed. 68 (75%) said that they agree, 17 of them were neutral, who represent 19%, 5 of them disagreed and no one answered with strongly disagree.

Table 3.11. Students' Opinion about the Use of Moodle to Facilitate Learning.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	1	68	17	4	0
Percentage	1%	75%	19%	5%	0%

Figure 3.11. Students' Opinion about the Use of Moodle to Facilitate Learning.



The results above revealed that the majority of the students (75%) believe that using Moodle really helps in the learning operation. They can reach many lessons through it so they don't waste their time looking for and making documents and hand-outs.

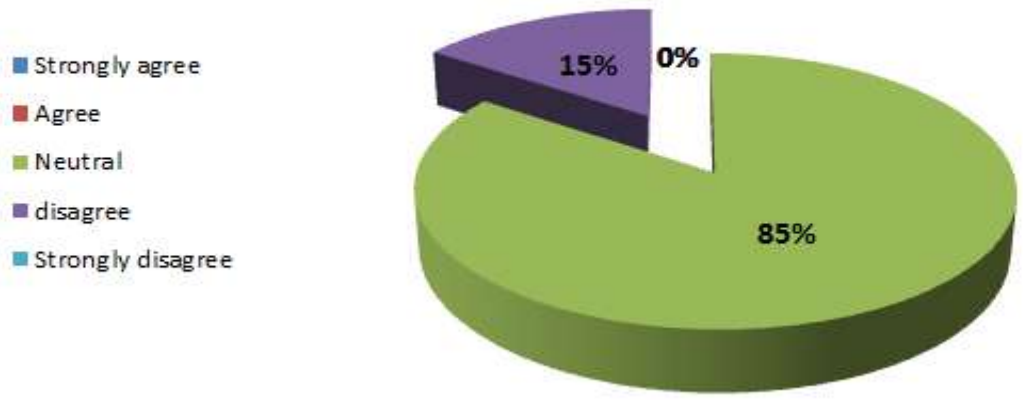
Question 2: Do you think that using Moodle makes classes more interactive?

When the students were asked if using Moodle could make classes more interactive, no one agreed, but 77 (85%) were neutral. In the other hand, just 14 of them who represent (15%) disagreed.

Table 3.12. Students' Opinion about the Use of Moodle to Make Classes more Interactive.

	Strongly agree	Agree	Neutral	disagree	strongly disagree
Number	0	0	77	13	0
Percentage	0%	0%	85%	15%	0%

Figure 3.12. Students' Opinion about the Use of Moodle to Make Classes more Interactive.



The results above showed that the nearly all the student don't see how Moodle can make classes more interactive and this is due to the natural of online learning which depends basically on individual participation.

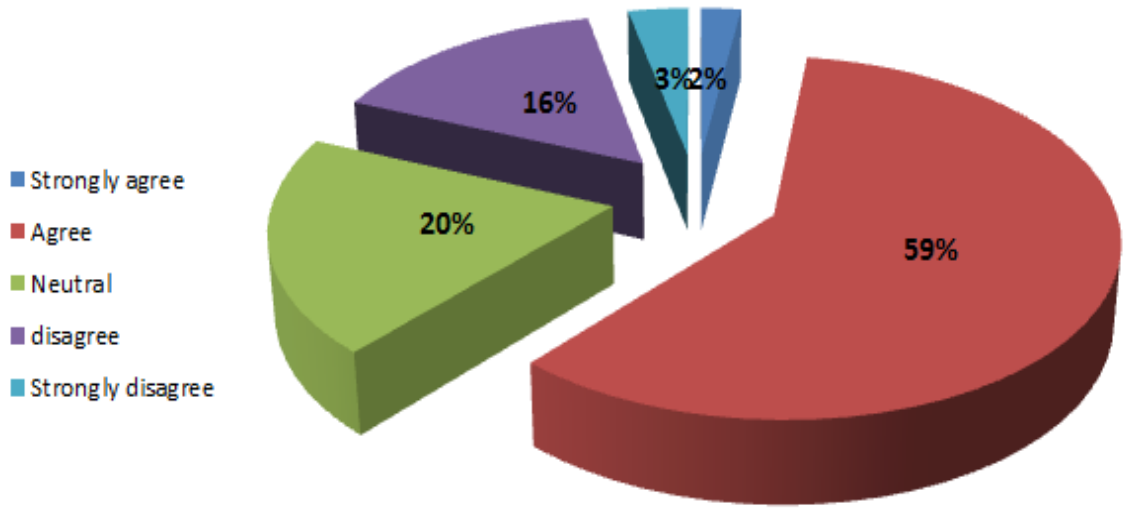
Question 3: Do you think that online learning brings variety to the classroom and kills boredom?

When the students were asked if using online learning could bring variety to the classroom and kill boredom, 54 of the 90 informants agreed and that represents 59%, whereas 18 (20%) were neutral. In the other hand, 14 of them who represent (16%) disagreed and just 3 of them felt strongly disagreed.

Table 3.13. Students' Opinion About The Use Of Online Learning To Bring Variety And Kill Boredom In The Classroom.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	2	53	18	14	3
Percentage	2%	59%	20%	16%	3%

Figure 3.13. Students' Opinion About The Use Of Online Learning To Bring Variety And Kill Boredom In The Classroom.



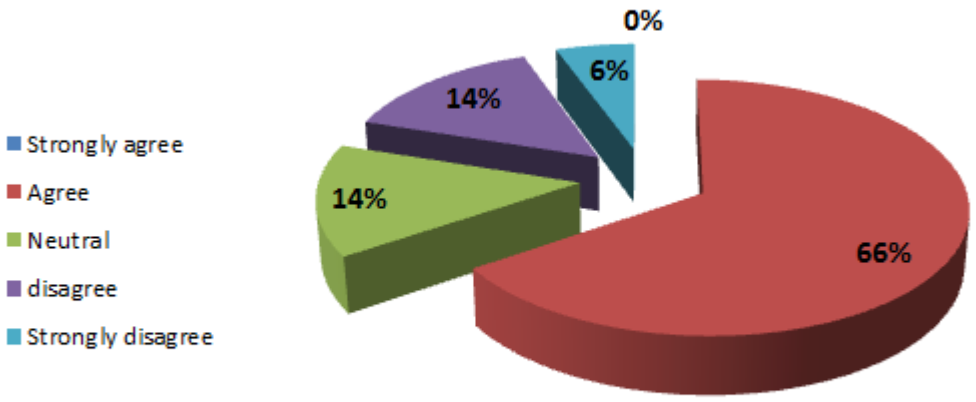
The results revealed that the majority of the students consider online learning as a mean of bringing variety and killing boredom in the classroom, but in the other hand, some of them still looking at it as a field of individual participation.

Question 4: Do you think that distant learning takes into account the learners' different learning style?

Table 3.14. Students' Opinion About the consideration of the learners' different learning style in distant learning.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	0	59	13	13	5
Percentage	0%	66%	14%	14%	6%

Figure 3.14. Students' Opinion About the consideration of the learners' different learning style in distant learning.



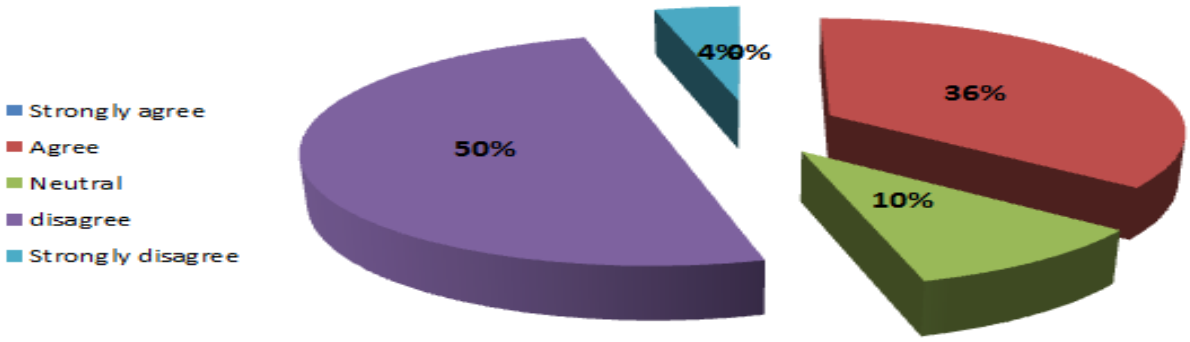
The results above showed that 66% of the sample agreed that distant learning takes into account the learners' different learning style whereas 14% didn't. only 5 of 90 strongly disagreed. The rest who represent 14% were neutral.

Question 5: Do you think that online learning considers the individualistic differences?

Table 3.15. Students' Opinion About the consideration of the individualistic differences in online learning.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	0	32	9	45	4
Percentage	0%	36%	10%	50%	4%

Figure 3.15. Students' Opinion About the consideration of the learners' different learning style in distant learning.



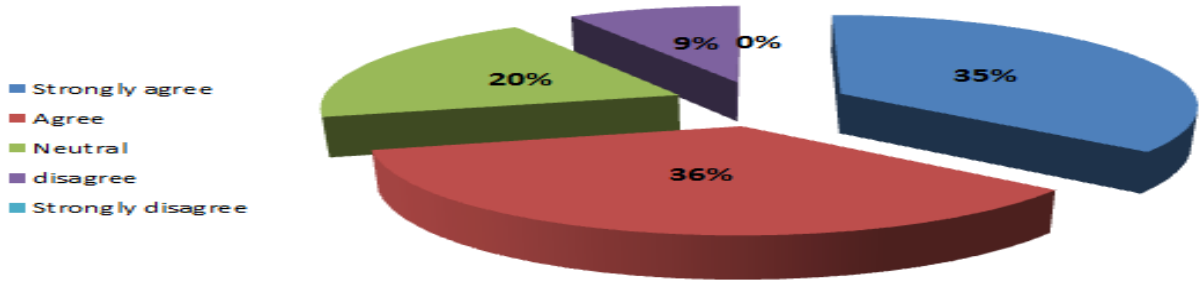
The results above represented that half of the informants don't believe that online learning considers the individualistic differences.

Question 6: Do you think that online learning provides better time management for the lessons?

Table 3.16. Students' Opinion About the lesson's time management provided by online learning.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	31	33	18	8	0
Percentage	35%	36%	20%	9%	0%

Figure 3.16. Students' Opinion About the lesson's time management provided by online learning.



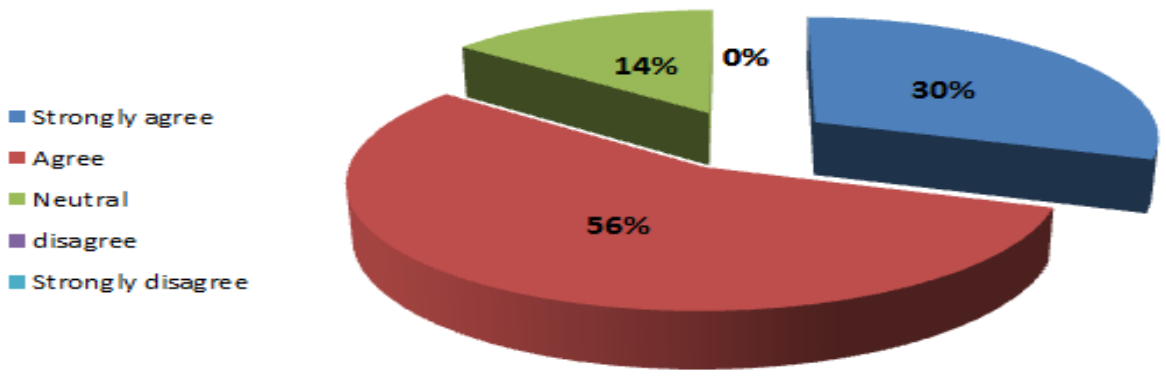
As shown in the above mentioned table, the majority of the student agreed that online learning provides better time management for the lessons.

Question 7: Do you think that online learning prompts ICT (Information and Communications Technology) in learning?

Table 3.17. Students' Opinion About prompting ICT in learning .

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	27	50	13	0	0
Percentage	30%	56%	14%	0%	0%

Figure 3.17. Students' Opinion About prompting ICT in learning .



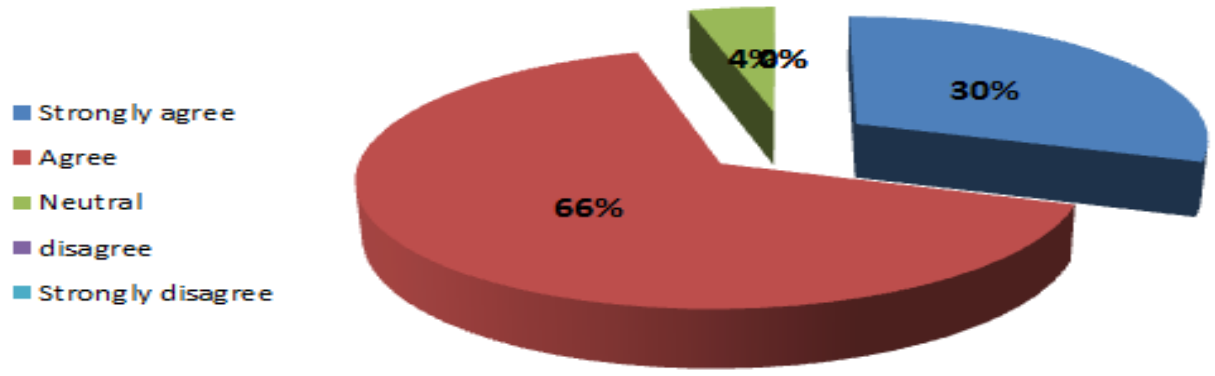
The results above showed that almost 86% of the students agreed that online learning prompts ICT (Information and Communications Technology) in learning since they use a variety of technological devices.

Question 8: Do you think that online learning provides more concrete and life-long learning?

Table 3.18. Students' Opinion About the concrete and the life-long learning.

	Strongly agree	**Agree**	**Neutral**	**disagree**	**Strongly disagree**
Number	27	59	4	0	0
Percentage	30%	66%	4%	0%	0%

Figure 3.18. Students' Opinion About the concrete and the life-long learning.



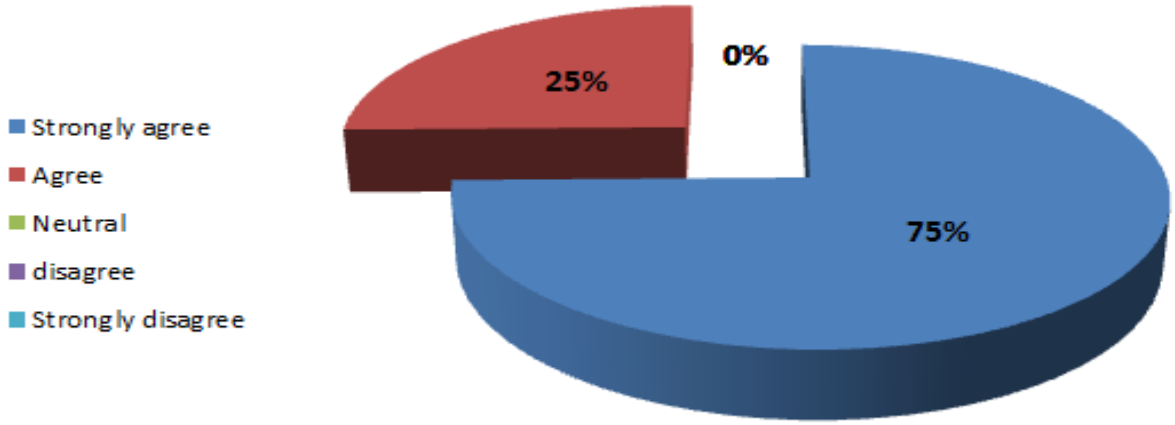
The above table represented that almost all the students believe that online learning provides more concrete and life-long learning.

Question 9: Do you think that online learning saves efforts?

Table 3.19. Students' Opinion About saving efforts in online learning.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	68	23	0	0	0
Percentage	75%	25%	0%	0%	0%

Figure 3.19. Students' Opinion About saving efforts in online learning.



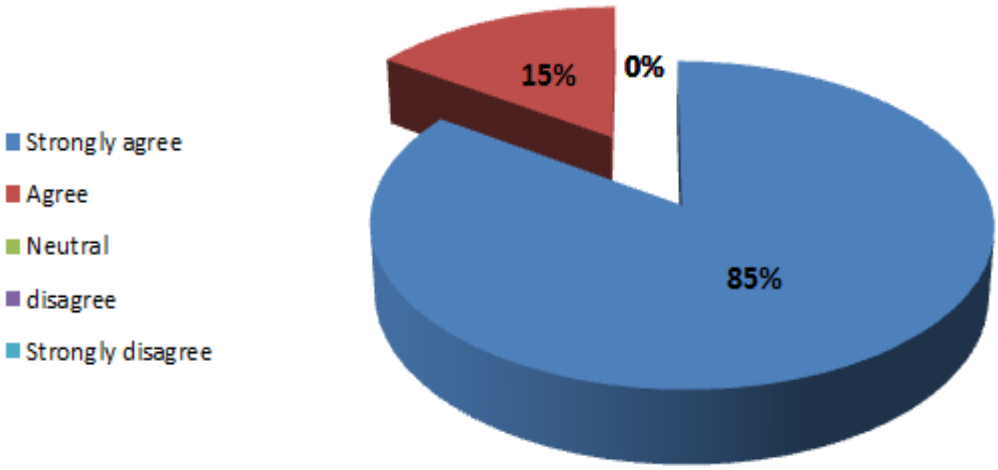
From the results above, we can notice that all the students (100%) agreed that online learning saves efforts.

Question 10: Do you think that Moodle provides authentic materials and updated learning content?

Table 3.20. Students' Opinion About the authentic materials and updated learning content provided by Moodle .

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	77	14	0	0	0
Percentage	85%	15%	0%	0%	0%

Figure 3.20. Students' Opinion About the authentic materials and updated learning content provided by Moodle .



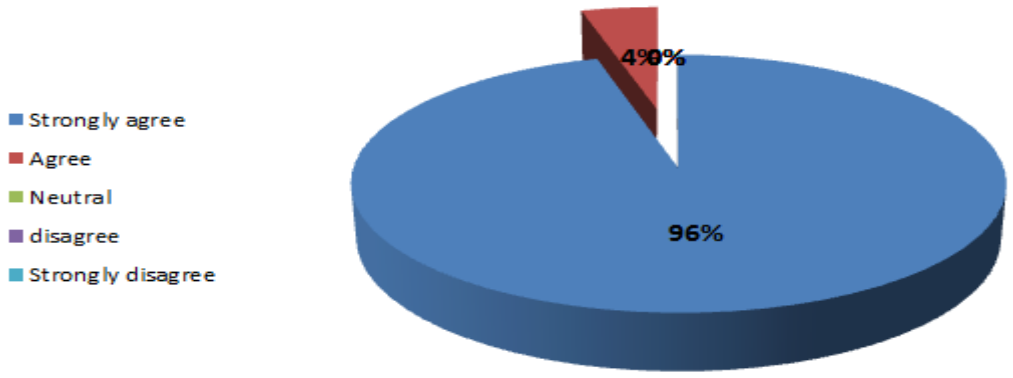
The results above showed that all the students agreed that Moodle provides authentic materials and updated learning content basically because it is uploaded by their teachers.

Question 11: Do you think that using Moodle helps in preparing your lessons and assignments by improving your electronic soft skills?

Table 3.21. Students' Opinion About using Moodle in preparing lessons and assignments and improving electronic soft skills.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	86	4	0	0	0
Percentage	96%	4%	0%	0%	0%

Figure 3.21. Students' Opinion About using Moodle in preparing lessons and assignments and improving electronic soft skills.



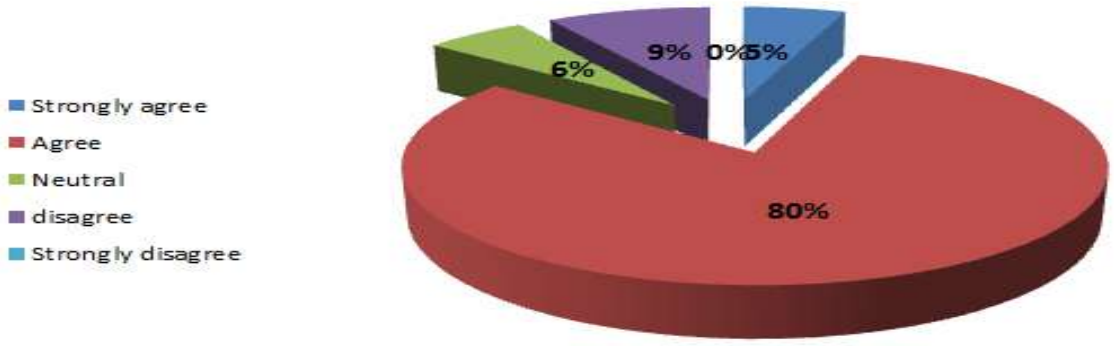
From the results above, we can notice that there is a total agreement that using Moodle helps in preparing lessons and assignments by improving the electronic soft skills.

Question 12: Do you think that using Moodle can provide clear and objective tools to assess the learners and to provide immediate feedback?

Table 3.22. Students' Opinion About the ability of Moodle to provide clear and objective tools and to assess learners.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	4	73	5	8	0
Percentage	5%	80%	6%	9%	0%

Figure 3.22. Students' Opinion About the ability of Moodle to provide clear and objective tools and to assess learners.



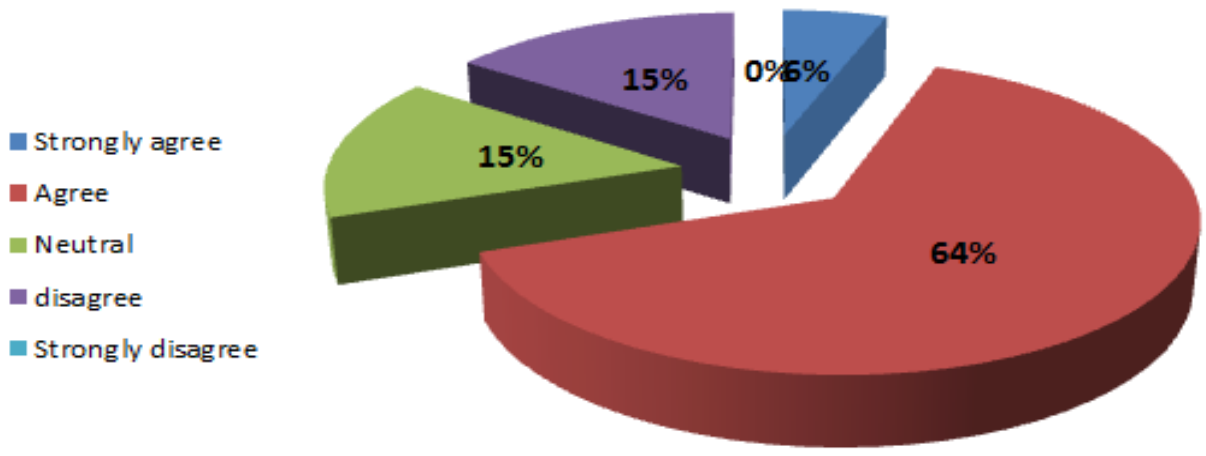
The results above showed that the majority of the students (85%) agreed that using Moodle can provide clear and objective tools to assess the learners and to provide immediate feedback.

Question 13: Do you think that online learning can enhance collaborative/cooperative learning?

Table 3.23. Students' Opinion About the ability of Moodle to enhance collaborative learning.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	5	59	13	13	0
Percentage	6%	64%	15%	15%	0%

Figure 3.23. Students' Opinion About the ability of Moodle to enhance collaborative learning.



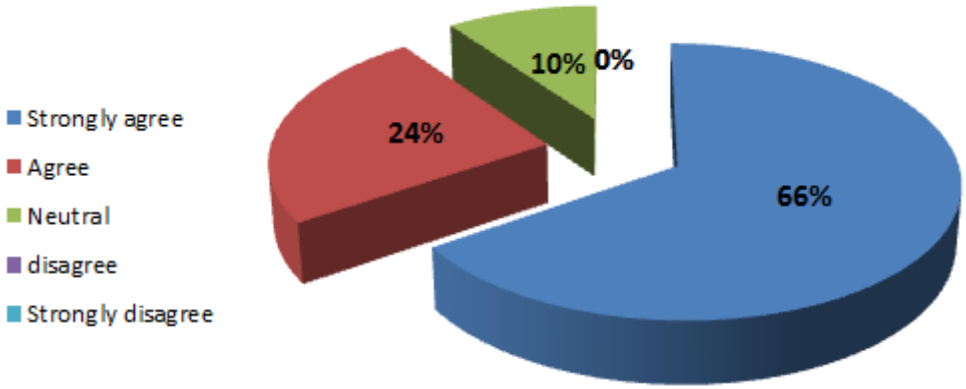
From the results above, we can notice that the majority of the students (64%) think that online learning can enhance collaborative/cooperative learning.

Question 14: Do you think that online learning develops other skills of higher order such as problem-solving and critical thinking?

Table 3.24. Students' Opinion About the ability of online learning in developing other skills.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	59	22	9	0	0
Percentage	66%	24%	10%	0%	0%

Figure 3.24. Students' Opinion About the ability of online learning in developing other skills.



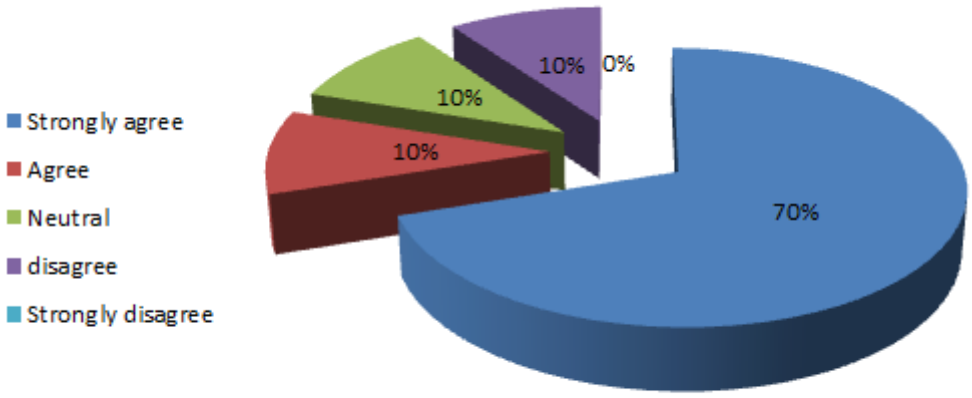
The results above represented that 90% of the sample agreed that online learning develops other skills of higher order such as problem-solving and critical thinking.

Question 15: Do you think that online learning leads to autonomous learning and life-long learning?

Table 3.25. Students' Opinion About the ability of online learning to lead to autonomous and life-long learning..

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	63	9	9	9	0
Percentage	70%	10%	10%	10%	0%

Figure 3.25. Students' Opinion About the ability of online learning to lead to autonomous and life-long learning..



The previous results represented that about 80% of the informants agreed that online learning leads to autonomous learning and life-long learning.

3.3.4 Students' Questionnaire results discussion

The results of the questionnaire revealed major points about students' attitudes towards the use of Moodle in the EFL learning environment. From the retrieved results, we were able to notice that students are aware of the fact that technology is dominating nowadays and there is no escape from using it. All the 90 informants stated that they use the different kind of appliances to learn English. They also have access 24h/24h to the internet, this leads them to use it to look for any topics related to their study. Although there are many sites where they can find what they are looking for, they still prefer to use Moodle because it is considered as the official site them as students. They spend more than 3 hours/day on Moodle, but unfortunately, nearly half of them said that they didn't find what they were looking for so they were obliged to seek other sites. 76% of the informants claimed that using Moodle facilitates learning process. They really don't have to ask for where they can find the hand-outs and the documents they need, everything is available in Moodle. In the other hand, the students recognise that Moodle is not the appropriate space to make classes more interactive because they

know that it is an individual space rather than collective, so this can be a weakness at the group work level. The results also revealed that the majority of the students consider online learning as a mean of bringing variety and killing boredom in the classroom, still, some of them still looking at it as a field of individual participation.

In addition to that, The results above showed that the majority of the students consider that distant learning takes into account the learners' different learning style. These finding can reflect the ability of online learning to provide the different learning styles that the learners may need. Concerning the individualistic differences, the majority of the students think that there are several factors that influence learner performance in an online learning environment, that's why they tended to disagree that online learning considers the individualistic differences. Online courses teach students how to manage their time better since the student bears the responsibility of engaging with the course instead of simply showing up to class on an assigned day and time. As a result, students not only gain knowledge from the course, but they also improve their time organization abilities. The analysis of the retrieved data shows clearly the attitude of the students towards the encouragement of the online learning to ICT in learning. ICT helps teachers to interact with students. The questionnaire allowed us to notice that the students believe that online learning provides more concrete and life-long learning. Wherever internet exists, online learning does. Learners can even save their efforts via online learning. They don’t need to travel in order to learn. That's why, the response of the informants towards saving efforts was positively 100%.

As we mentioned before, Moodle is such an official site that all what students download from it is considered an authentic material. In addition to that, using Moodle helps in preparing lessons and assignments by improving electronic soft skills. Students cannot deal with Moodle without mastering electronic skills. Students also believe that through Moodle, they can also be assessed. Not just with formative assessment, but also with summative assessment.

The questionnaire has also negotiated that online learning can enhance collaborative/cooperative learning. The data represented that nearly 30% of the informants don't totally approve whereas the rest think that online learning can. The studies show that online discus-

sion technology also helps learners respond to questions, participate, and offer peer feedback to support the sharing of new information.

Besides, the analysis of data surprisingly showed that about 90% of the learners agreed that online learning develops other skills of higher order such as problem-solving and critical thinking in spite of the fact that in order to teach students to develop critical thinking skills requires the physical presence of both teachers and learners to engage in the analysis of complex ideas for simplicity, better adaptation, and application.

All in all, the questionnaire allowed us to notice that students are really eager to use Moodle since they consider that online learning leads to autonomous learning and life-long learning.

3.4.1 The teachers' questionnaire

The second instrument to conduct this study was the teachers' questionnaire, it was administered the last week of March exactly before the spring holidays. We opted for an open ended questionnaire with 16 questions containing three sections . The first section (3 questions) dealt with general information of the informants. The second section (5 questions) was about Perception and Experience with Moodle during COVID-19. The last section (8 questions) was about Teachers' Perceptions of the Moodle Platform, it investigated how Moodle can help in distant learning and also to detect teachers' attitudes towards its use.

3.4.2 Analysis of the Teachers' Questionnaire

Section One: Background Information

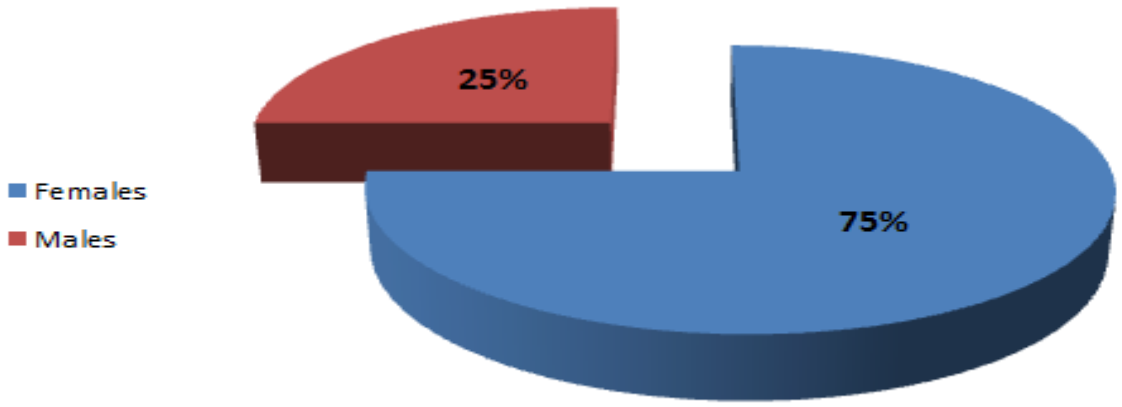
This section compromises three questions.

Question 1: was about gender.

Table 3.26. Teachers' Gender

Gender	Females	Males	Total
Number	15	5	20
Percentage	75%	25%	100%

Figure 3.26. Teachers' Gender



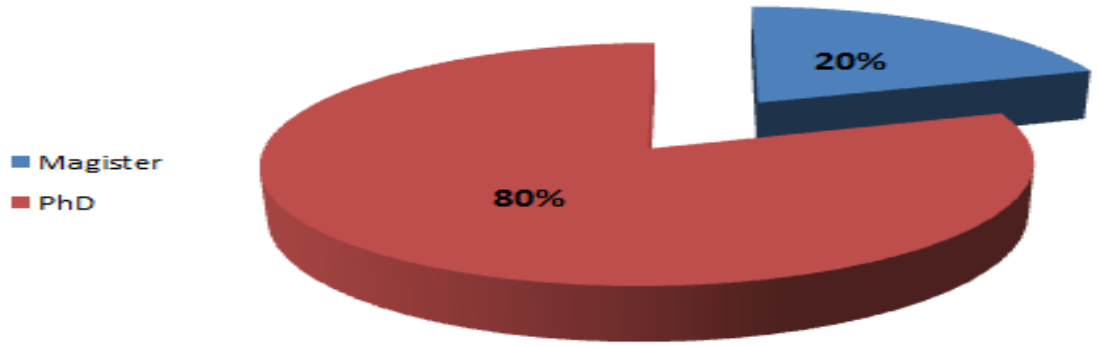
From the results shown on the table, we can notice that our sample contained 15 females and 5 males.

Question 2: was about the degree.

Table 3.27. Teachers' Degree

Degree	Magister	PhD	Total
Number	4	16	20
Percentage	80%	20%	100%

Figure 3.27. Teachers' Degree



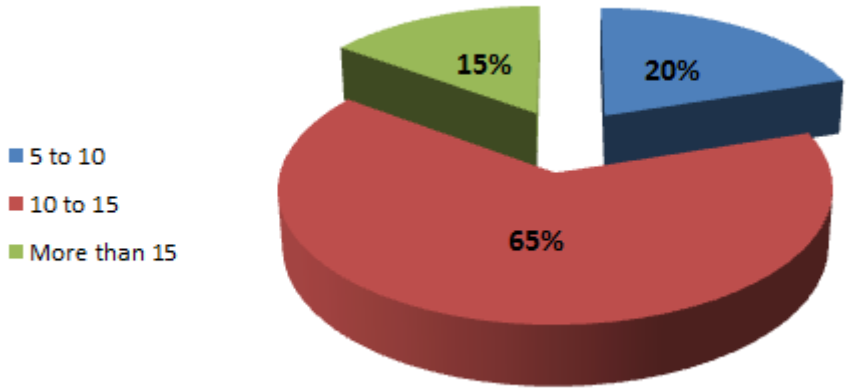
As shown in the table above, 16 teachers owned PhD degree and 4 of them had Magister.

Question 3: How long have you been teaching English?

Table 3.28. Teachers' Experience

	5-10	10-15	More than 15	Total
Number	4	13	03	20
Percentage	20%	65%	15%	100%

Figure 3.28. Teachers' Experience



The table above represented that the majority of the teachers has an experience of 10 to 15 years in teaching English.

Section two: Perception and Experience with Moodle during COVID-19

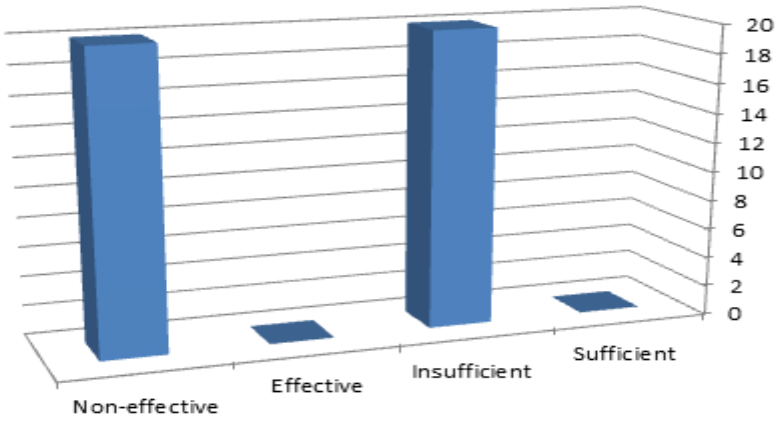
This section compromises five questions.

Question 1: How do you evaluate your teaching during COVID-19 lockdown?

Table 3.29. Teaching Evaluation During The Pandemic.

	number	Percentage
Sufficient	0	%0
Insufficient	20	%100
Effective	0	%0
effective-Non	20	%100
Total	20	

Figure 3.29. Teaching Evaluation During The Pandemic.



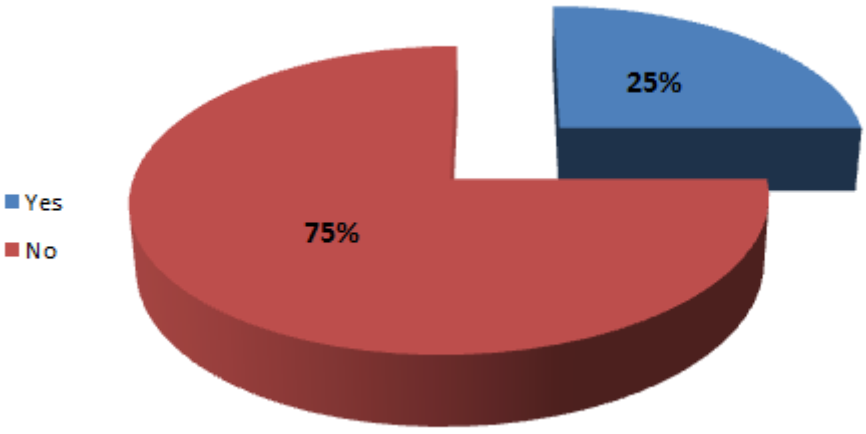
The results represented that all teachers considered that their teaching process was insufficient and non-effective.

Question 2: Do you use technology in the classroom before Covid-19?

Table 3.30. Teachers' Use Of Technology Before The Pandemic.

	Yes	No	Total
Number	5	15	20
Percentage	25%	75%	100%

Figure 3.30. Teachers' Use Of Technology Before The Pandemic.



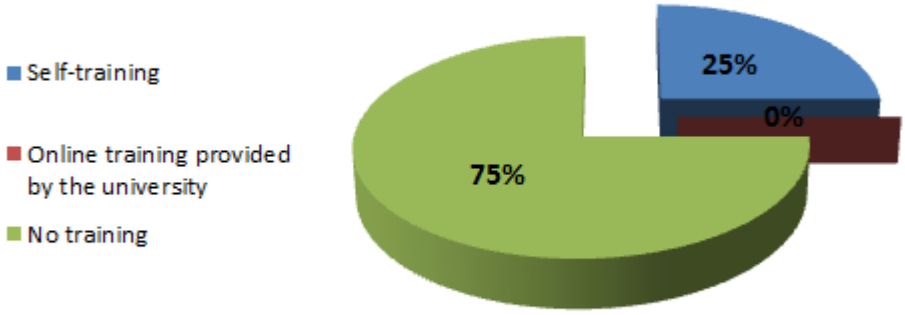
The results showed that only 5 of the teachers are familiar with using technology before the pandemic.

Question 3: Have you received any training to use the Moodle platform?

Table 3.31. Teachers' training to use Moodle.

	Self-training	Online training provided by the university	No training	Total
Number	5	0	15	20
Percentage	25%	0%	75%	100%

Figure 3.31. Teachers' training to use Moodle.



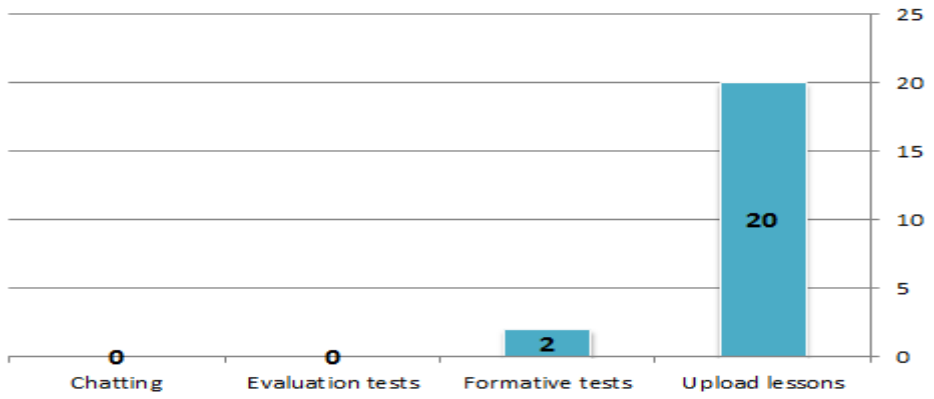
The results showed that there was no training provided by the university and only 5 of the 20 trained themselves on using Moodle.

Question 4: What do you use the Moodle platform for?

Table 3.32. Teachers' use of Moodle.

	number	agePercent
Upload lessons	20	100%
Formative tests	2	10%
Summative assessments	0	%0
Chatting	0	%0
Total 20		

Figure 3.32. Teachers' use of Moodle.



The table represented that all the teachers use Moodle to upload lessons whereas only 2 of them use it also to do some formative tests. No one uses it to evaluate the learners or to chat with them.

Question 5: Are you satisfied with teaching through the Moodle platform?

Table 3.33. Teachers' satisfaction about using Moodle in teaching.

	Yes	No	Total
Number	0	20	20
Percentage	0%	100%	100%

Figure 3.33. Teachers' satisfaction with using Moodle in teaching.

The results showed that all the teachers were not satisfied with using Moodle platform.

Section three: Teachers' Perceptions of the Moodle Platform

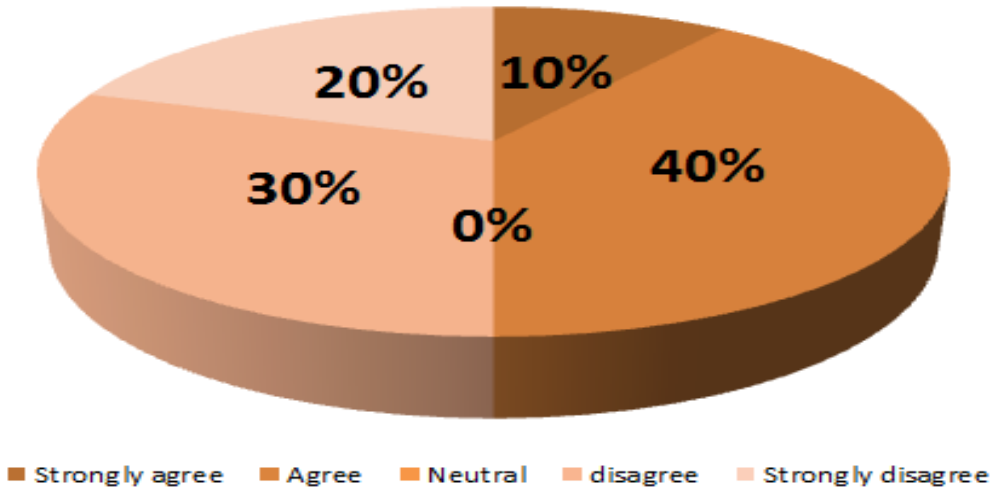
This section compromises eight questions.

Question 1: Do you think that Moodle can replace traditional face-to-face teaching?

Table 3.34. Teachers' Opinion about the Ability of Moodle to Replace Traditional Teaching.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	2	8	0	6	4
Percentage	10%	40%	0%	30%	20%

Figure 3.34. Teachers' Opinion about the Ability of Moodle to Replace Traditional Teaching.



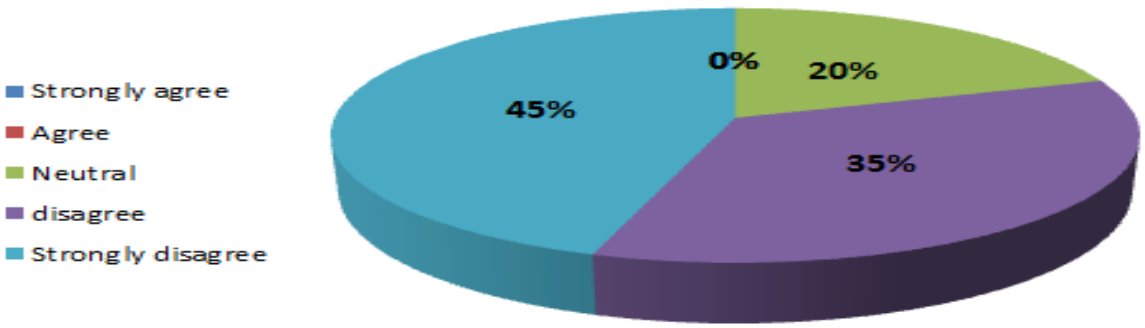
The results above showed that 50% of the teachers believes that Moodle can replace traditional face-to-face teaching, at the same time the other 50% also believes that it cannot.

Question 2: Do you think that The course is easier through Moodle than through face-to-face teaching?

Table 3.35. Teachers' Opinion About The Ease Of The Course Through Moodle Comparing To Traditional Teaching.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	0	0	4	7	9
Percentage	0%	0%	20%	35%	45%

Figure 3.35. Teachers' Opinion About The Ease Of The Course Through Moodle Comparing To Traditional Teaching.



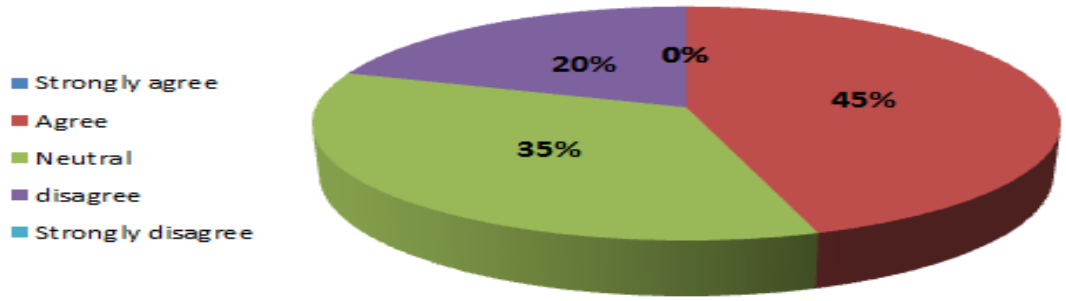
The data gathered showed that the majority of the teachers don't think it would be an easy task to deliver a course through Moodle in comparison to the traditional method.

Question 3: Do you think that The use of the Moodle platform during the pandemic is useful and efficient?

Table 3.36. Teachers' Opinion About The usefulness and efficiency of using Moodle during the pandemic.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	0	9	7	4	0
Percentage	0%	45%	35%	20%	0%

Figure 3.36. Teachers' Opinion About The usefulness and efficiency of using Moodle during the pandemic.

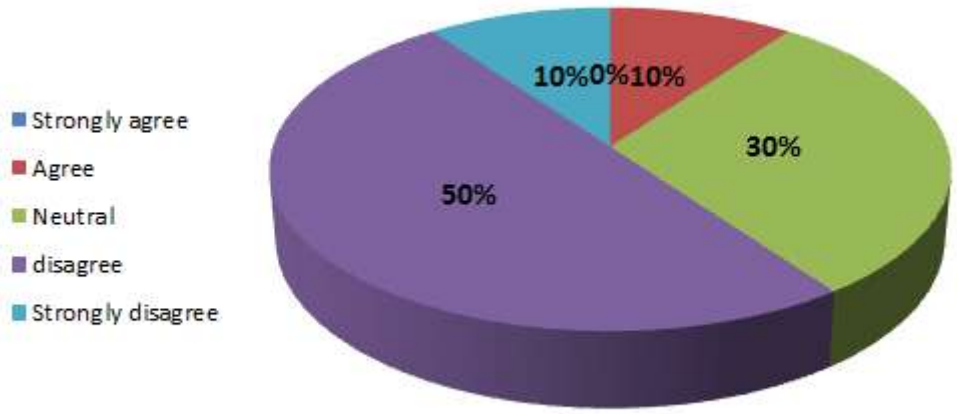


Question 4: Do you think that Moodle monitors students learning?

Table 3.37. Teachers' Opinion About the ability of Moodle to monitor students learning.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	0	2	6	10	2
Percentage	0%	10%	30%	50%	10%

Figure 3.37. Teachers' Opinion About the ability of Moodle to monitor students learning.



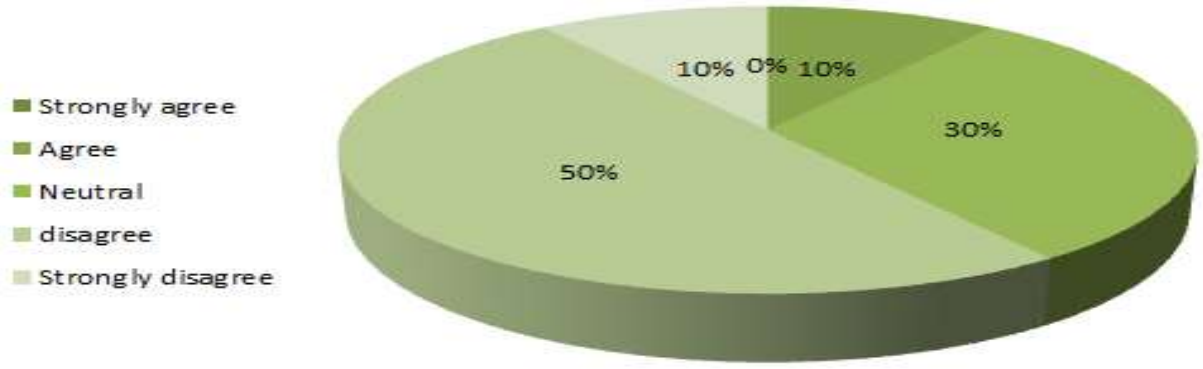
The results above represents that the majority of the teachers don't believe that Moodle can monitor students learning.

Question 5: Do you think that Moodle allows you to interact and communicate with your students?

Table 3.38. Teachers' Opinion About the possibility of interaction with the students through Moodle.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	0	2	6	10	2
Percentage	0%	10%	30%	50%	10%

Figure 3.38. Teachers' Opinion About the possibility of interaction with the students through Moodle.



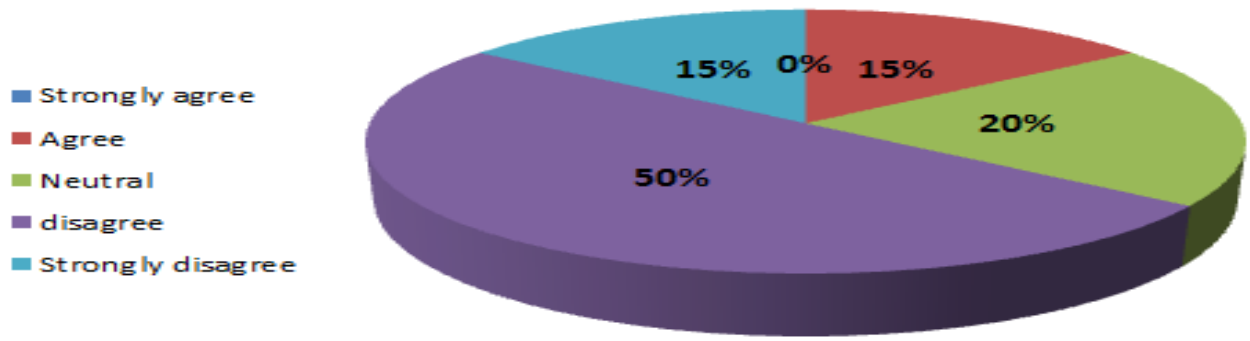
From the results above, we can notice that the majority of teachers don't consider Moodle as a space of interaction with their students.

Question 6: Do you think that Moodle allows you to test your students?

Table 3.39. Teachers' Opinion About the possibility of testing students through Moodle.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	0	3	4	10	3
Percentage	0%	15%	20%	50%	15%

Figure 3.39. Teachers' Opinion About the possibility of testing students through Moodle.



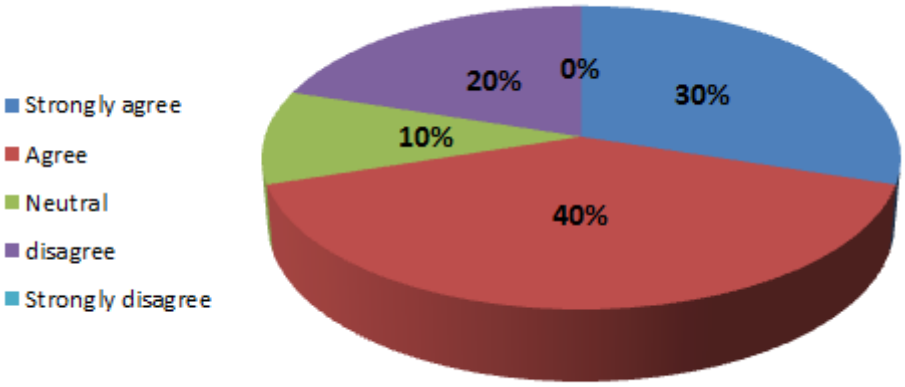
We can see from the results above that a large number of teachers don't agree to test their students through Moodle.

Question 7: Do you think that Moodle is not convenient to your classes?

Table 3.40. Teachers' Opinion About the convenience of Moodle to their classes.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	6	8	2	4	0
Percentage	30%	40%	10%	20%	0%

Figure 3.40. Teachers' Opinion About the convenience of Moodle to their classes.



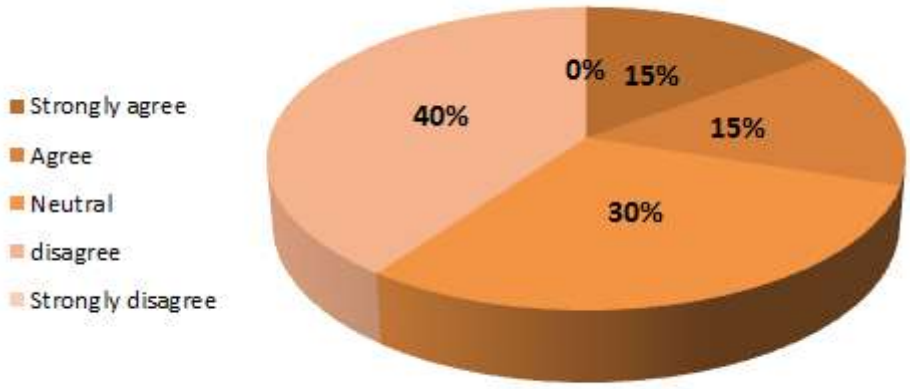
The results above shows that 70% of the teachers think that Moodle is not convenient to their classes.

Question 8: Do you think that In the future, the department/university will increase the use of Moodle?

Table 3.41. Teachers' Opinion About increasing the use of Moodle by the university in the future.

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Number	3	3	6	8	0
Percentage	15%	15%	30%	40%	0%

Figure 3.41. Teachers' Opinion About increasing the use of Moodle by the university in the future.



From the results above, we can notice that teachers are pessimistic about increasing the use of Moodle in the future.

3.4.3 Teachers' Questionnaire results discussion

After the analysis of the teachers' questionnaire, we have reached the following results

Contrary to the what students think, teachers still consider that using Moodle in teaching is insufficient and ineffective due to many reasons. First of all, Moodle in our university is still under construction and suffers many shortcomings such as internet disconnection and slow streaming. In addition to that, university hasn't provided any kind of training so the majority of the teachers suffer from lack of experience.

The results also represents that teachers claimed that Moodle doesn't give the ability to follow the learning and the learners progress because it is only used to upload and publish some lessons. Nevertheless, half of the questioned teachers believed that Moodle can replace traditional face-to-face teaching as long as its weaknesses are treated.

Teachers still find difficulties in teaching through Moodle comparing to face-to-face teaching. It's a fact that the pandemic situation obliged them to use Moodle and as it is the only alternative, 45% of the teachers considered it useful and sufficient.

Conclusion

This chapter provided an overall look at the research methodology and the finding of the collected data. The interpretation of the result obtained, aimed directly at targeting the main features of the research questions. Initially, this chapter contained the discussion of the results and the finding that were established. What we could obtain from the analysis of the data collected is that EFL students at UKMO find Moodle constructive environment of learning. In the other hand, teachers still have a pessimistic view on Moodle due to its weaknesses and to their lack of experience. They are not against it, but they want to be more prepared in dealing with it as well as they want it to be more developed and more efficient.

General Conclusion

General Conclusion

Through the use of technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations. It enables students to explore new subjects and deepen their understanding of difficult concepts

Technology in education enables learners to adjust to their own pace of learning. It also frees up the teacher to help learners who need more support on an individual level.

In order to keep up other countries in their educational system, Algerian universities adopted Moodle as a Learning Management System (LMS). In fact, There are several types of LMS available, however, the most popular being a Moodle based Learning Management System, which is an open source, free to download, flexible user-friendly eLearning platform, supported by a global community and with over 68 million users worldwide from all types of organizations. The Moodle based LMS is ideal for:

- Compliance training
- Online course development
- Competency-based training and management
- Onboarding training
- Workplace safety training
- Product and service launches
- Hiring, recruitment and interview process

Using Moodle is really beneficial in several ways. First, It is very important for an LMS to have a user-friendly interface with self-descriptive navigation features, and a Moodle-based LMS provides just that. The LMS is easy to use, which means you have to invest minimum time on training and learning to familiarize your employees to use it effectively. Next, Moodle based Learning Management System (LMS) is easy to integrate with your various business functions within the enterprise such are human resource management, compliance, talent management, workflow management, customer relationship management, payment processing to name a few. Besides, it also has features that enable the sharing of data across all geographies. A Moodle based LMS can support all latest eLearning standards and it also ena-

bles you to upload existing documents and videos, and also share materials and events between courses or learning paths. In addition to that, we cannot neglect its ease of access. Moodle-based LMS has a responsive design, which means that the content can adjust to different screen sizes, be it a mobile device or tablet. Also, with more and more people using their smartphones while on the move, it is important to ensure that the LMS supports mobile learning, implying that the content should be interactive and delivered in short segments. Besides, it has generally been observed that users also want more social engagement. Hence, Moodle-based LMS has all the necessary features that enable communication through discussion boards. Besides providing online features, this LMS is able to support offline learning and includes features for tracking, recording and assessing offline events along with online ones. In spite of the lack of experience of using it by the majority of the teachers, especially when it comes to tests and assessments, Moodle can support pre-tests and post-tests as part of the learning process. Besides, it has several flexible testing and assessment features, for example, automatic and manual marking, storing a learner's complete assessment portfolio etc. Apart from assessment and testing, Moodle-based LMS includes features to track and record learners' progress through a learning path. Besides, it can analyse exam performance and record which learners have completed particular learning items and which ones have not. In case of e-commerce, it can track purchase, revenues and performance of marketing initiatives.

The importance of security of data cannot be underestimated. An LMS doesn't just include records and personal data of learners but also content that is proprietary in nature or is of commercial value. The Moodle LMS has a secure sign-in feature to protect sensitive data. It also provides controlled access to ensure data integrity is maintained at all times.

Another reason for Moodle's popularity is the fact that it is configurable, highly-flexible, and feature-rich with more than five hundred plugins developed by a global community of learners, managers and administrators that allow you to perform all your business needs and make learning collaborative, engaging and fun.

Moodle based LMS enjoys popularity with all types and sizes of organizations, mainly because it is configurable, highly-flexible and feature-rich. The fact that it is open source implies that it is open to scrutiny, and developers from all over the world can access and modify the codes and make it more secure. In fact, a large community of learners, managers, and ad-

ministrators are constantly adding new plugins to add new features and functionalities, in accordance with evolving learning needs. Given that Moodle is driven by one of the largest open-source communities in the world, you have the option to connect to millions of other users to find answers.

Students in the university of Kasdi Merbah, Ouargla showed their attention and desire to use Moodle as a learning and teaching environment. In the other hand, teachers still hesitated due to many reasons, the most important of which are the lack of experience and the weakness of technology in our country.

List of References

AISHE-J Volume 11, Number 1 (Spring 2019) https://ojs.aishe.org/index.php/aishe-j/article/view/361

Al Fiky, A. I. (2011). Blended Learning: Educational Design, Multi-media, Creative Thinking. Amman (Jordan): Dar Athaqafa for publishing and Distributions

Bonk, C. and Graham, C. (2006) *the handbook of blended learning: global perspectives, local designs*, 1st edn, Pfeiffer; John Wiley, distributor, San Francisco, Calif.; Chichester.

Cole, J., & Foster, H. (2008).Using Moodle: Teaching with the Popular Open Source Course Management System (2nd ed.). O'Reilly Media.

Costa, C., Alvelos, H., & Teixeira, L. (2012).The use of Moodle e-learning platform: a study in a Portuguese University [Paper presentation]. CENTERIS 2012 - Conference on ENTERprise Information Systems.

Costello, E. (2013). Opening up to open source: looking at how Moodle was adopted in higher education. Open Learning: The Journal of Open, Distance and e-Learning, 28(3), 187-200. https://doi.org/10.1080/02680513.2013.856289

Graham,C.R. et al. (2005). "Benefits and challenges of BL environments" M. Khosrow-Pour (Ed.), *Encyclopedia of information science and technology*. Hershey, PA: Idea Group. (253–259).

History. (2019, June 19). MoodleDocs.https://docs.moodle.org/38/en/History

Huang, R. H., Zhou, Y. L., & Wang, Y. (2006). Blended Learning: Theory into Practice. Beijing: Higher Education Press.

Joshua Stern. (2004) Ph.D. Three Principles of effective Online Pedagogy (http://www.sloan-c.org/publications/JALN/v8n3/v8n3_pelz.asp)

Lee, Paige. "TEFL / TESOL / TESL / CELTA / DELTA - What's The Difference". International TEFL Academy. Retrieved July 2020.

Milheim,W.D.(2006). Strategies for the Design and Delivery of Blended Learning Courses .*Educational Technology* , 46(6).

Moodle Platform. Accesses on April 2022. https://docs.moodle.org/311/en/About_Moodle

Oproiuo, C. G. (2014, November). *A Study about Using E-learning Platform (Moodle) in University Teaching Process* [Paper presentation].The 6th International Conference Edu World 2014 “Education Facing Contemporary World Issues”, 7th - 9th November 2014, University POLITEHNICA of Bucharest, Romania.

Picciano, A. G. (2007). Introduction. In A. G. Picciano & C. D. Dziuban (Eds.), *Blended Learning: Research Perspectives*. Needham, MA: Sloan Consortium.

SMILANICH, Ellen & WILSON, Diann (2005).*Blended Learning: A Classroom Centered Approach*. San Francisco: Pfeiffer. The History Of Blended Learning. Accesses on April 2022. https://elearningindustry.com/history-of-blended-learning

Valiathan,P.(2002). "Blended Learning Models". Learning Circuits. RetrievedJune13,2015from:www.learningcircuits.org/2002/aug2002/valiathan.htm.

Wilson, J.W. et al. (2013) 6 Models of Blended Learning, Retrieved June 2015 from Dream box.http://www.dreambox.com/blog/6-models-blended learning#sthash.6vnmJzCZ.dpuf.

Zayton, H. (2005): *A New Vision in E-Learning*. Dar Alsolateyah for Education. Riyadh.

Appendices

Appendix I

Kasdi Merbah University Ouargla

Faculty of Letters and Languages

Department of Letters and English Language

Student's Questionnaire

Dear students, the aim of this questionnaire is to determine if Moodle platform can help in distance learning especially with the current situation of the pandemic and with the technological jump. You are kindly requested to answer the questions and comment when necessary. Your answers are of great importance to the validity of our research.

Please read the following questions and tick the answer that corresponds your choice.

Section One: Background Information.

1- Gender

Male ☐ Female ☐

2- Age:

18-22 ☐ 22-26 ☐ 26- more ☐

3- Where can you classify your English level?

Beginner ☐ Intermediate ☐ advanced ☐

4- Do you study and work at the same time?

Yes ☐ No ☐

5- For how many years did you study English?

From 8 to 10 years ☐ From 10 to 12 years ☐ More than 12 years ☐

Section Two: online learning.

1- Do you use English outside the classroom?

Yes ☐ No ☐

If yes, where? At home ☐ At work ☐ Everywhere ☐

2- Do you use internet to learn English?

Yes ☐ No ☐

If yes, how do you use it?

Using your laptop ☐ Using your phone ☐ Using public computers ☐

3- Do you use internet to download topics related to your study?
Yes ☐ No ☐

If yes, what sites do you use most?

Google ☐ Moodle ☐ other sites ☐

4- Do you generally find what you are looking for on Moodle platform?
Yes ☐ No ☐

5- In average, how much time do you spend daily on Moodle?
Less than 1 hours/day ☐ 1 to 2 hours/day ☐ More than 3 hours/day ☐

Section Three: Moodle and online teaching.

1- Do you think that using Moodle facilitates learning?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

2- Do you think that using Moodle makes classes more interactive?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

3- Do you think that online learning brings variety to the classroom and kills boredom?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

4- Do you think that distant learning takes into account the learners' different learning style?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

5- Do you think that online learning considers the individualistic differences?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

6- Do you think that online learning provides better time management for the lessons?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

7- Do you think that online learning prompts ICT in learning?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

8- Do you think that online learning provides more concrete and life-long learning?

Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

9- Do you think that online learning saves efforts?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

10- Do you think that Moodle provides authentic materials and updated learning content?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

11- Do you think that using Moodle helps in preparing your lessons and assignments by improving your electronic soft skills?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

12- Do you think that Moodle can provide clear and objective tools to assess the learners and to provide immediate feedback?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

13- Do you think that online learning can enhance collaborative/cooperative learning?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

14- Do you think that online learning develops other skills of higher order such as problem-solving and critical thinking?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

15- Do you think that online learning leads to autonomous learning and life-long learning?
Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

Appendix II

Kasdi Merbah University Ouargla

Faculty of Letters and Languages

Department of Letters and English Language

Teacher's Questionnaire

Dear teachers, the present questionnaire intends to gather data regarding EFL teachers' perceptions and experiences with teaching and assessment through the Moodle platform during COVID-19 epidemic lockdown.. Therefore, you are kindly asked to answer the following questions. Your answers will be anonymous and confidential. Thank you in advance for your precious time and participation.

Please read the following questions and tick the answer that corresponds your choice.

Section One: Background Information.

1- Gender
Male ☐ Female ☐

2- Degree:
Magister ☐ Ph.D. ☐

3- How long have you been teaching English?

From 5 to 10 years ☐ From 10 to 15 ☐ More than 15 ☐

Section Two: Perception and Experience with Moodle during COVID-19.

1- How do you evaluate your teaching during COVID-19 lockdown?
Sufficient ☐ insufficient ☐ effective ☐ non-effective ☐

Please justify your answer ……

……

2- Do you use technology in the classroom before Covid-19?

Yes ☐ No ☐

3- Have you received any training to use the Moodle platform?

self-training ☐ Online training provided by the university ☐ no training ☐

4- What do you use the Moodle platform for?

upload lessons ☐ formative tests ☐ Summative assessments ☐ Chat ☐

5- Are you satisfied with teaching through the Moodle platform?

Yes ☐ No ☐

If the answer is no, please justify. ……..……..

……..

Section Three: Teachers' Perceptions of the Moodle Platform.

1- Do you think that Moodle can replace traditional face-to-face teaching?

Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

2- Do you think that The course is easier through Moodle than through face-to-face teaching?

Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

3- Do you think that The use of the Moodle platform during the pandemic is useful and efficient?

Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

4- Do you think that Moodle monitors students learning?

Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

5- Do you think that Moodle allows you to interact and communicate with your students?

Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

6- Do you think that Moodle allows me to test my students?

Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

7- Do you think that Moodle is not convenient to my classes?

Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

8- In the future, the department/university will increase the use of Moodle.

Strongly agree ☐ **Agree** ☐ **Neutral** ☐ **Disagree** ☐ **Strongly disagree** ☐

الملخص

زادت في عصر التطور التكنولوجي الحاجة الماسة إلى استخدام الإنترنت في التدريس خاصة مع هذا الوضع المعيشي لوباء كوفيد 19. وقد أصبحت هذه المنصة التكنولوجية الجديدة واجهة لجميع الجامعات في الجزائر ، لذا فإن استخدامها كوسيلة للتدريس أمر لا مفر منه. يقضي الطلاب في الوقت الحاضر نصف وقتهم أمام أجهزة الكمبيوتر المحمولة أو الهواتف الذكية ، مما يعني أن التدريس عبر الإنترنت قد يستميلهم جدًا. هدفت الأطروحة الحالية إلى التحقيق في موقف أساتذة اللغة الإنجليزية كلغة أجنبية وطلاب جامعة قاصدي مرباح في ورقلة تجاه منصة موودل واكتشاف ما إذا كانت هذه المنصة بيئة تعليمية بناءة أو هدامة بالنسبة لهم. كانت هذه الدراسة وصفية من أجل تحقيق عدة معطيات حول الموضوع. استخدمت منهجية مختلطة ، كمية ونوعية من أجل جمع البيانات المطلوبة. تم تقديم استبيان لأساتذة اللغة الإنجليزية وطلاب جامعة قاصدي مرباح. تظهر النتائج أن طلاب اللغة الإنجليزية في جامعة قاصدي مرباح بورقلة يجدون منصة موودل بيئة بناءة للتعلم. من ناحية أخرى ، لا يزال لدى المدرسين نظرة متشائمة حول موودل بسبب نقاط ضعفه ونقص تكوينهم. هم ليسوا ضد المنصة ، لكنهم يريدون أن يكونوا أكثر استعدادًا للتعامل معها كما يريدون أن تكون أكثر تطوراً وفعالية وتفاعلية.

الكلمات المفتاحية: التعلم المدمج ، التدريس عبر الإنترنت ، اللغة الإنجليزية كلغة أجنبية ، بيئة التعلم ، منصة موودل

Résumé

À l'ère de la haute technologie, la tendance à l'utiliser dans l'enseignement en ligne est vraiment nécessaire, surtout avec cette situation de vie de la pandémie de COVID-19. Cette nouvelle plate-forme technologique est devenue une interface pour toutes les universités en Algérie, donc être utilisée comme moyen d'enseignement est quelque chose d'inévitable. Les étudiants, de nos jours, passent la moitié de leur temps devant leur ordinateur portable ou leur Smartphone, ce qui signifie que l'enseignement en ligne peut être bien accueilli par eux. La présente thèse visait à enquêter sur les attitudes des enseignants et des étudiants EFL de l'Université Kasdi Merbah Ouargla envers la plateforme Moodle et à détecter si cette plateforme est un environnement d'apprentissage constructif ou dé-constructif pour eux. Cette étude est descriptive afin de réaliser plusieurs données sur le sujet. Elle a utilisé une méthode mixte, quantitative et qualitative afin de collecter les données nécessaires. Un questionnaire a été soumis aux professeurs d'EFL et aux étudiants de l'Université de Kasdi Merbah. Les résultats montrent que les étudiants EFL de l'UKMO trouvent l'environnement d'apprentissage constructif de Moodle. D'un autre côté, les enseignants ont toujours une vision pessimiste de Moodle en raison de ses faiblesses et de leur manque d'expérience. Ils ne s'y opposent pas, mais ils veulent être mieux préparés à y faire face ainsi qu'ils veulent qu'elle soit plus développée et plus efficace.

Mots clés: Apprentissage mixte, Enseignement en ligne, EFL, Environnement d'apprentissage, Plateforme Moodle.