

IMPLEMENTATION INTERACTIVE AND COLLABORATIVE ONLINE LEARNING ENGLISH FOR FOREIGN LANGUAGE MOODLE-BASED

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ABSTRACT Moodle virtual learning transformed the implementation of online English education. This Learning Management System (LMS) was the most accepted in Higher Education in Indonesia. The qualitative study investigates and determines the integration of Moodle features on interactive and collaborative English teaching approaches. Case studies practice various qualitative research approaches for 43 language lecturers as the respondent. Illustrative case studies assisted essentially in obtaining the unknown common and providing pedagogical members with a specific language regarding the subject in the problem. The result exposed the opportunity to implement an interactive and collaborative teaching approach in the English language educational process. The availability of Moodle features is concerned with the activities and resources main feature in Moodle. The interactive Moodle feature involved assignments, lessons, quizzes, and surveys. English language learners who engage in interactive online learning experiences are compelled to participate in their education. Involving them in the English language online education process is critical to their achievement. In the meantime, Collaborative Moodle features involved chat, forum, glossary, and wiki. These fundamental features were revealed to help English lecturers establish the learner-centered English pedagogy mode as course designers. Integrating collaborative activities into online courses improves performance outcomes for English language learners. The Moodle virtual English online pedagogy would be the proper system to accommodate and facilitate education in Higher Education. English lecturers as course designers and instructors needed to be aware of the improvement of virtual media and made enhancement English language learners.

Keywords: Online Learning, Teaching English, Higher Education, Interactive Approach.
Collaborative Approach

A. INTRODUCTION

Coronavirus pandemic pushed many educational aspects transformed to adapt and adjust to the new environment. The community advised not to interact directly face to face. It simultaneously impacted the economy, health, education, etcetera. Sun et al. (2020) explained that, especially in education, the utilization of electronic learning became a proper alternative to maintain the pedagogy process. Challenges were unavoidable in the educational member of Higher Education. Onyema et al. (2020) explained that lecturers and learners might impact the swift transformation of pedagogical media. Online learning was not new to the educational system, but the implementation needed to consider educational wisely-policy (Al Lily et al. 2020). This type of educational system pedagogy had been improved well in the last two decades. Indonesian colleges

and universities struggling to keep guidance throughout the COVID-19 pandemic should recognize those distinctions when assessing this online teaching. Churiyah et al. (2020) stated that because of the jeopardization of COVID-19, Higher Education institutions faced determinations concerning proceeding pedagogical activities while keeping their organization, faculty, and learners saved from an unrestricted health difficulty. Many universities have selected online learning practices through a lot of online media and tools.

Implementation of full online teaching-learning was a momentary shift of educational performance to a substitute delivery form because of emergency conditions in Indonesia (Hidayat and Wibawa. 2020). Moralista and Oducado (2020) continued that it included practicing thoroughly distance, remote, or online teaching explications for preparation or pedagogy that would oppositely be presented directly face-to-face or as flipped or hybrid electronic learning courses, and the situation would respond to that arrangement once the emergency has diminished. Nevertheless, Oranburg (2020) emphasized that the principal intention in these conditions is to undeveloped a prospering educational environment and implement the provisional approach to guidance and instructional encouragement quickly and dependably possible during the pandemic.

It would be a significant platform to accommodate, organize, and collaborate subject English material in the virtual class. Several studies had been carried out to examine and determine the adaptability of English teaching-learning in Moodle. However, there is no further identification related to assimilating interactive and collaborative English teaching styles in Moodle-based learning. This study intended to examine the implementation application of Moodle qualitatively to the teaching style of English pedagogy. Specifically, this research addressed the questions: 1) How do English foreign language lecturers implement interactive and collaborative online learning Moodle-based? 2) What Moodle feature do English foreign language lecturers apply in their English courses?

B. REVIEW OF LITERATURE

Conducting English Language Learning Through Moodle LMS

Moodle was built on a social constructivist educational approach. English lecturers are not offered a preset course menu when building a Moodle course site but rather pick the material, activities, and tools to include, generally in a course calendar. Natalia and Julia (2018) stated that Moodle's central feature is the flexibility to organize any number of accessible English language activities and resources (glossaries, forums, assignments, wikis, and uploaded assignments) in any order. Naturally, like with any system, having a comprehensive collection of services accessible does not guarantee they will be utilized. Fundamentally, the lecturers continue to design the online

learning environment effectively. At the same time, Athaya et al (2021) argued that learners' feedback would have contributed to the learning environment in various ways. One of the primary functions of a Moodle LMS has been to enable English lecturers to submit instructional materials for students to access online easily. All systems allow this capability and offer the ability to upload and unzip multi-file archives. Gamage et al (2022) found that the feature majority of Moodle LMS is structured around courses, which means that uploaded or generated information is only accessible for that course and must be carried over or regenerated for access from another course.

The concept emphasizes course management and administration through an online grade book, publicly accessible syllabus, assignment monitoring, and linked/uploaded course resources. Simanullang and Rajagukguk (2020) explained that interaction and cooperation were almost entirely limited to threaded discussion forums and fixed-format exams. Moodle LMS is geared at offering customized learning experiences for English language learners. Wen and Yang (2020) established that it integrated student photographs with forum discussions and encouraged students to develop their accounts. Online quizzes, assignments, and forum discussions served as the basis for evaluation. Other early systems varied in terms of features but remained consistent in terms of design and fundamental functioning. The pedagogical approach utilized here is a top-down, instructor-led setting that emphasizes linear learning through instructor-provided or linked materials and evaluations focused on answering questions assessing discrete chunks of information.

The fundamental concept is a restricted, self-contained system that relies on cognitive-behavioral learning and focuses on information presentation and quantifiable performance evaluation. Maulana and Lintang Sari (2021) acknowledged that the English lecturers were directed through the course creation process using the default course menu that appears in the sidebar. They may add content and services using the control panel. In turn, learners follow the instructor's defined guided learning route. Widodo and Slamet (2021) established that most English lecturers or instructors began using the Moodle LMS using the most basic and simple-to-use features, such as publishing a syllabus, uploading presentations, presenting course materials or media, and composing online courses. Despite significant customizability and plenty of extra tools and functionalities, many faculty members remained content with this simple capability. They are mainly concerned with how fundamental functions are employed to assist English lecturers in swiftly setting up their online course sites.

Interactive And Collaborative English Language Through Moodle LMS

English language learners studied topics that need assessment programs based on proficiencies and abilities acquired via online learning benefit from interactive learning settings. Kim et al (2019) stated that the learning process incorporates both learning and performing, allowing for continuous evaluation of learner knowledge and abilities in the online course. These settings are optimal for learners who work individually, in pairs, or groups larger than two. Comprehending the notions of interactive learning is necessary for understanding partnered and collaborative learning. Chang and Windeatt (2021) determined that online courses provide an excellent chance for learners to interact in a collaborative learning environment. Ardiasih and Rasyid (2019) contradicted that collaborative learning is vital for students to obtain interaction experience and improve critical thinking, self-reflection, and co-construction abilities. In a collaborative learning environment, individuals exchange and transfer topic knowledge and expertise to work toward common learning objectives or a solution to a problem. Acar and Kayaoglu (2020) explained that learners receive engaging experiences via dialogues, information gathering, and opinion exchange with their peers. A high-quality collaborative learning environment engages students in interactive and collaborative activities, resulting in improved learning outcomes, including developing higher order thinking abilities.

Moodle's primary features of **Resources and Activities** include enabling broader involvement in creating content, encouraging more active learning, and facilitating improved group interaction. As a result, Sáiz-Manzanares et al (2021) described that the Moodle environment may promote learner-educator engagement, motivate learners, and build a sense of community. Numerous aspects, such as blogs, wikis, social networking sites, and social bookmarking sites, are often employed in e-learning. **Resources and Activities** Moodle feature enables users to communicate and collaborate in various ways. For this purpose, Cabero-Almenara et al (2019) constructed that users have a lasting and equal connection. This mechanism does not impose time constraints on group-based interaction and collaboration.

Moodle LMS's functions may be seen in two ways. The main feature is to give instructors and administrators at the institution that hosts the platform an online course administration solution. Bognár and Fauszt (2020) emphasized that the following component offers instructors and students course-based interaction and collaboration services at the hosting institution. Moodle LMS engagement and cooperation are course-based, with users in a course having a temporal and unequal connection. Within the digital realm of a shared course, Ghosh et al (2019) confirmed that learners and instructors may communicate and cooperate. Specifically, educators may communicate with learners by posting course announcements and materials, and instructors and students can interact in the discussion forum. Because interaction and cooperation in the

discussion forum are aimed at all course participants and are mostly focused on text and images, their shape and impact are rather basic and restricted. Notably, the period of contact and communication is the same as the duration of the related course, which is typically one semester. Consequently, everything in a course's digital area becomes obsolete when the course concludes, and users are unable to build individualized social and knowledge networks.

C. METHOD

Research Design

This research applied a collective case study of qualitative research methodology. A centralized study was performed to observe the implementation of collaborative and collective activities in Online Moodle-based language learning. Qualitative research is properly accommodated to approach a research problem in which unknown variables and require to investigate. Case studies practice various qualitative research approaches, and illustrative case studies assist essentially to obtain the unknown common and provide pedagogical members with a specific language regarding the subject in problem. In a collective case study, the focus study examines several cases of Moodle as the online environment to understand the similarities and differences of interactive and collaborative teaching. The approach explains how various case studies can predict similar or contrasting results for predictable understandings.

Case Study Context

This study chose the respondents' English lecturers in South Jakarta, Indonesia. The participants were 43 language lecturers, aged 28 to 53, who practiced electronic English teaching in LMS Moodle. They teach the common subject as English for Specific Purposes in five faculty, including science communication, information technology, economics, political science, and engineering. The lecturers were assigned to complete the English pedagogy process because of the pandemic and had two months prior training to accommodate Moodle arrangements. Most South Jakarta universities have adopted Moodle LMS to cope with the demands for accessible and more flexible online content in distance learning conditions. The common aim of English language learning was to attempt to instill English language learners with preconceived views about instructional techniques. This online learning condition often implies that passive learners expect to absorb knowledge from the instructor, who serves as the focal point of the class, an authoritative figure, and someone who cannot be questioned. Language acquisition was most successful in an online environment that encourages active students to engage, get involved, and create interaction

Instruments

The case study research instrument involved the complexity of semi-structured interview and online focus group discussion. The study selected the format of semi-structured interview and online focus group discussion. The semi-structured interview is purposely to have respondents feeling and opinion freely related to the interactive and collaborative in LMS Moodle teaching online practices. The semi-structured interview's versatile style enables the researcher to prod or supports the respondent to provide additional information or find what they say relevant. This strategy allows the researcher to probe the interviewee for further information or pursue a new investigation. On the other hand, randomly selected people joined in a monitored and organized online conversation to investigate the collaborative and interactive approach in the Moodle LMS as the online environment. The research featured synchronous focus groups using Zoom conferences, video calls, text-based chat rooms, and instant messaging protocols (IM).

Procedures and Data Analysis

Data may be gathered using various methods, including interviews and online focus group discussions. English lecturers were expected to research instructional materials that might be used to teach the English language in both traditional classroom settings and virtual classrooms. For semi-structured interviews, 19 English lecturers were given six open-ended questions to get a thorough understanding of the distinctions between applying interactive and collaborative teaching techniques in the Moodle environment. The 38 English lecturers were requested to assess their colleagues' work using pre-defined evaluation criteria and to add remarks to the online forum debate if they so wished. The data were analyzed using the content analysis approach. This procedure was divided into numerous stages: To begin, the participants' transcribed responses were thoroughly evaluated to determine significant data units relevant to the study's goal. The sections were identified using ideas inferred from the literature or the expressions used by the participants. These classifications aided in identifying the underlying themes of the participants' viewpoints, perspectives, and experiences. The results were classified and analyzed around these topics to represent English lecturers' perspectives on implementing communicative and collaborative in Moodle mechanism.

D. FINDINGS AND DISCUSSION

Findings

Moodle feature applied by English foreign language lecturers in their English courses

The study results were presented under two themes, **Interactive Course Material** and **Collaborative Course Material**. These themes are categorized with several topics, including **Assignment, Choices, Lesson, Quizzes, Survey, Chat, Forum, Glossary, and Wiki**.

Researchers and collaborators independently coded data to see if dependability and coherence were attained. These two coding sets were congruent. The interview and focus group discussion data were analyzed to see whether they corroborated one another, increasing the study's validity and reliability. The analytical process needs to substantiate or refute the veracity. Codes found in one data source were compared to codes found in other data sources, essentially triangulating the code across numerous data sources.

Table 1 Theme and Code List to The Collaborative and Interactive Moodle-Based

Theme	Code (Moodle tools and feature)	Term Classifications
Interactive Course Material	Assignment	This feature is the language learning evaluation activity completed offline or externally in the Moodle system. Learners could complete the activities by uploading metafiles for lecturers' review or report.
	Choices	language lecturers or instructor dominantly utilizes this feature. Its function collects the response as feedback related to the class learning process. The result could be revealed to the class or kept among learners or lecturers
	Lesson	The feature purposely creates one flow to the language learning lesson scheme. It showed that a one-page display depends upon the learners' choices on each content or material. This lesson series of web pages also gave lecturers the to present orderly fashion to each subject
	Quizzes	Quizzes feature had extended input style of language assessment. The function is to deliver electronic assessments ultimately.
	Survey	The survey features came with prewritten questionnaires or reviews composed by educational specialists to accommodate English lecturers to learn about students' backgrounds or experiences.
Collaborative Course Material	Chat	The Chat tools build an exchange information virtual room inside the system. It could be delivered online or in direct conversation through written context.
	Forum	The forum feature is designed to accommodate the collaboration activities by exchanging information with all the members. Every member could participate not only in written communication but also uploaded the files.
	Glossary	The Glossary feature is one of the most beneficial language learning processes in Moodle. The activity enables members to

	produce and manage a list of meanings, like a dictionary. On the interface, learners could be accessed anytime when they needed
Wiki	The Moodle Wiki feature equips language learners to cooperate on a work-like book writing outline. It promotes informal discussion between the participants because it is simple to practice, interactive, and designed.

The implementation of interactive and collaborative online learning Moodle-based

Interactive Course Material

The upload of a personal file assignment enables the language learners to upload a file in some format. Despite this, the language learners managed to upload various versions or outlines of the file. English lecturers concluded what type of version can be uploaded in the Moodle system. The other type of Moodle Assignment is online text. It has accommodated the language learners to complete the assignment in web page format. They can add more tools for images, tables, charts, etcetera. The language lecturer should communicate adequately to the learners related to the assignment procedure because many learners meet different perspectives about the assignment. From a different perspective, the Quiz feature means a question can include the manuscript, photographs, interactive files, etc. English lecturers can put on a systematic web-Moodle page. Delivering the quizzes, concluding electronic class from practicing them, and assorting them need many lecturers' time. In Moodle, building, using, and grading quizzes is greatly more active. The situation indicates that English lecturers can use tests liberally completely in their courses.

“As the English lecturer organized the material in Moodle, I found it challenging to accommodate the conventional strategy to the electronic learning environment. I do many experiments through the Moodle environment, particularly in the assessment-uploaded style. It is organizable to me because I can analyze the written response by our students.” (Respondent-8)

Moodle's choice is the manageable variety of activities. In a choice feature, English lecturers create the question, specify a choice of responses, and use a choice to take a quick poll, invite students to choose parties in a debate, verify the students' knowledge of an arrangement, and collect acquiescence. Moodle provides language lecturers blank preferences when they reply to the editing side, and they kept maintaining this continuously. Moodle had designed as numerous choices as lecturers need. The Goal following each choice lets to restrict how many learners could choose the option. The result might come in different varieties. The circumstance included public and privacy responses.

“I need to precisely know the students’ experience and background in my class. It is a significant impact on electronic learning because I had my personal learners’ objective. Therefore, I could be a measured improvement for their language acquisition.” (Respondent-1)

A lesson feature Moodle-based is the impenetrable and most compelling character of the activity. A lesson implies a set of web pages that gives knowledge and subjects. A Moodle lesson can be a persuasive sequence of direction and evaluation and endeavor to adopt a web page, collaborate a quiz, and branching capacities. The lesson page comprises fascinating instructional content and a descent question regarding the subject the learners just viewed. The length question is accepted to test a student’s understanding of the material. The lesson set would be adapted to the language learning content and could accept the various systematic settings to be well presented. The featured covers the general setting, grading mechanism, monitoring lesson-scheme, controlling access, etcetera. Lecturers or instructors can put a quiz inquiry. The highest number of responses restricts the maximum number of statements that have in every question. The lesson manages to be score-marked or unmarked, and It also can provide learners to reacquire the lesson content.

“The different mindset and style had infused to the electronic learning Moodle-based. English lecturer is not the only reference source for learners to verify or confirm the information related to the subject. Language learners tend to self-learning from another electronic source. That is the normal phenomenon for the student-centered. Moreover, lecturers had prominent role among conventional meeting and electronic course.” (Respondent-4)

Collaborative Course Material

The Chat tool establishes a conversation place where learners have an instantaneous online conversation. Online chat utilizes some unprecedented improvements accomplished in an individual electronic classroom conversation. Language learners need not handle anxiety speaking in front of their friends in the conventional class. Moodle empowers participants to have written conversations. English lecturers or instructors attach a chat room to a Moodle course, and learners manage to enter the chat room whenever. The chat room becomes a meeting point for the learners to cooperate on discussion and exchange knowledge. The feature is a comprehensive place to attach for the group assignment communication exchange, encouraging learners to participate.

“Communication is vital in electronic learning pedagogy. That feature was helped. However, there was a problem with the Moodle-chat feature. So, we were applied a third smartphone application to facilitate our discussion or conversation in the Language learning process.” (Respondent-5)

Forums are equal to the exchange of information in a formal situation. Lecturers or instructors can mark each discussion to be scored with the learners” “responses. Forum-Moodle

has three settings: single simple discussion, standard, individualized discussion, and question-answer style, and the learners observe the first interface as forum introduction on the above forum's page. The notification or information line becomes an introductory text for the instruction-information learners. Additionally, English lecturers create a link or file attachment in each forum session to encourage each learner to participate in the discussion. Learners can also attach files to forum postings. This condition establishes the maximum capacity of a file that the learner uploaded. The Moodle Wiki module enables learners to cooperate on a group project in writing, develop an acquaintance field, and discuss class materials. Wiki feature implies the handy to organize in the Moodle system, promoting participation between the members. The significant distinction between a forum and a wiki is that learners recognize a devoted topic when users enter a forum. In a wiki, learners and lecturers perceive the outcome of the review.

“The written discussion could be implemented in the Moodle-forum future. It managed to facilitate visible discussion in the online environment. All part pants were possible to observe every members’ responses. That is the collaborative process completely.” (Respondent-2)

The glossary feature is a listing of terms and descriptions that learners can enter. Though, the English lecturers can enable learners to supplement new terms or vocabulary to a glossary. The idea is to have collaborated on the static listing vocabulary into the collaborative instrument for learning. Every member utilizes it to establish a course word catalog, acquire terms from the exam, the quotation from the expert, or annotate a collection of the image. Every member related can also upload an available file for personal glossary listing. The process pedagogy is crucial for valid information, so lecturers need to be more cautious about their learners’ glossaries. This role needs to be more pay attention to in the future teaching-learning process. English lecturers can deliver learners the capacity to evaluate glossary insertions, just like every member can consider forum publishing.

“language learners were helpless without a dictionary, although they have a chance to have machine translation. It was necessary to have a glossary feature implemented well in the English learning Moodle-based. The glossaries feature facilitates completely in the course.”
(Respondent-1)

Discussion

English lecturers commonly experience comprehensive information of their understanding, skills, and abilities in their virtual classroom without formal questionnaires. Simultaneously, Angelova and Zhao (2016) asserted that learners develop individuals essentially as their boundaries are stretched by cooperation and the achievement of essential educational information. The condition transpires because of the virtual classroom context. The learners and lecturers had a

typical role in the electronic environment. In contrast, Nam (2017) argued that it narrowed down to constructing a learning experience designed to acquire better knowledge related to the language subject. The categorization of language learning assessment can potentially fall into several assortments. The type of assessment of oral or written is included in the assessment model. The assessment developed on the intention classified as formal and informal, and the purposes come to the formative and summative type of assessment. All the criteria had full measure and analyze each improvement of language learners.

It is fundamental to have significant distinctions between language learners concerning age, logical, companionable, demonstrative improvement, and language proficiency in formal education. Kuama (2016) affirmed it asserted that language lecturers ought to know the solid English abilities that language learners need to develop to succeed in the electronic environment. They should accommodate a diversity of teaching procedures, allowing language learners to prepare and improve their English experiences. Aldholay et al. (2018) added that the process of teaching English Moodle-based content to language learners is to produce learners' background information before developing material or content with connecting thoughts to language learners' individual, social, or educational experience. Learning English is challenging to be implemented in the virtual environment, particularly LMS Moodle. Instructors or lecturers could also discover techniques for their students to provide their own social experience in the electronic classroom. The approach may inquire questions to the learners to explore the topic that would connect to their actual lives. All information would have taken many advantages to increasing their confidence and positive mind to explore their ability.

The electronic learning environment focused on student needs and required to apply them in the actual world, which comes to the learners-centered approach. The condition would take language lecturers or instructors to facilitate and share information to the learners' guidance solution. Al Bataineh et al. (2019) elaborated that The Moodle members should manage the new roles in the pedagogical association. Educational Moodle-based also necessitates having an interactive session. Lecturers faced a challenge to adapt the conventional approach to virtual learning. However, Prasetya (2021) explained that they also should be aware of the transformation of the instructional design of English learning courses in Moodle. Self-conducted learning is learner-instigated and might be described as self-paced, self-supporting, personalized learning, or self-direction. To some degree, substantially all language learning online signifies o ultimate self-sufficiency. Language learners who use the initiative and are motivated learners learn more and more reliable than submissive learners.

The online learning process is slightly different because Moodle members do not have a way to alter the course content to communicate the content better. In a Moodle environment, English lecturers delivered content, and the learner was reliant on concocting it. Learning's center has changed from concentrated content presentation to a learning procedure that maintains conversation and cooperation. Elhawwa (2017) exposed that the features that support participating, joining, associating, and other learner communication have converted conventional Moodle learning environments. The achievement of Moodle environments builds upon the information-sharing mechanism. Florian and Zimmerman (2015) added that the multiple interaction configurations promote learning acquisition, production, and communication. Language learners may determine challenges and discover clarifications as a society, which supports the perception of community. This understanding of the electronic ecosystem develops self-efficacy and improves learner incitement.

Forum-discussion styles are a common form of electronic environment in the English learning context. The Moodle circumstances allow every participant to interact in the structuralized topic with the English lecturers' supervision, so learners still have the complete guide to be acquired (Fitria. 2020). Many forum forms transform into an essay context that requires examining and analyzing the English lecturers in an online environment. For a discussion forum, an evenhanded view usually is necessary. Chang and Lan (2021) affirmed that the Moodle forum initiates discussion compositions distinguished from opinion articles. It was essential to ensure that facts and theories are distributed While writing a discussion forum essay.

Deming et al. (2015) explained that reference is a collection of words varying from alphabets A-Z. While reading or writing an exposition, revealing intense words, expressions, or sentences employing a glossary could improve. Fundamentally, its objective is to provide definitions to terms. There are several benefits of practicing vocabulary. Vocabulary is fundamental to English education because outwardly adequate vocabulary learners' incapable of recognizing others or communicating their thoughts. Learners often intuitively identify the consequence of vocabulary to language knowledge. Learning new vocabulary or expression becomes accessible in the web-page information. Tosun (2015) stated that Moodle enables all electronic resources to link into a specific course, so learners have valid information related to the glossaries or dictionary to their vocabulary challenges.

E. CONCLUSION

The importance of integrated media teaching to the technology became urgent in the Higher Education context. English lecturers should not avoid applying technology, and they could have beneficial pedagogical practices, including Moodle utilization. English lecturers can participate as

instructors or Moodle course designers. Moodle enables lecturers to have a prominent feature developed on their teaching characteristics. The convenience of practical learning context Moodle for self-supporting learners' learning presents numerous benefits beyond conventional methods and practices of establishing the learner-centered. These benefits are achieving subjective educational and acknowledged activities, accepting immediate feedback, conceiving the instructional content, and adapting independent studies. The Moodle platform delivers a customized environment and combines LMS inside the English learning process. The English lecturers' personal space allows them to communicate and work together. The lecturers and students area has three types of networks and three categories of information. Participants can participate in, communicate with, and work together in their courses, which are set up in the platform as course groups. In addition, they can read various types of material in their personal spaces from their friends, groups, and themselves. It is unquestionable that the eLearning circumstances Moodle gives to the arrangement of dynamic unconventional cognitive activity of learners, its enhancement, improves the significance of information, and develops engagement in the pedagogy process. It accommodates to generate better outcomes in developing learners contrasted to the conventional higher education face-to-face system.

Moodle is a manageable Learning Management System (LMS) that effectively improves English pedagogy in Higher Education and is adaptable, direct, and amplifies its teaching content. The accessibility of learners' assessment and evaluation efficiently and appreciably improves synchronous and asynchronous interaction among learners and lecturers. It also contributes a reasonable option to the electronic environment because of the pandemic restrictions. Another option is adding a chat feature or forum where users debate the site's content. When the instructor and student chat openly, the students may also network with one another. Discourse Part To save both the instructor and some of the students' time, it is possible to construct a forum in which commonly asked questions are included. The forum also provides an accessible opportunity for students and instructors to debate matters that are peripheral to the main course content. Distributing assignments to students is one activity that professors might organize for their classes. For this purpose, choose and choose from several tasks and activities. A teacher may then make a course assignment for their students. The lecturer may send out emails informing students of their homework. They may submit their work for the course on the webpage where they first accessed the assignment. Nevertheless, Moodle is undoubtedly not intended, particularly for English learning courses. Moodle perspective a comprehensive teaching instrument if the communication system-improved facilitates all the interaction in the electronic ecosystem, especially for implementing collaborative and collective learning environments

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