

The Design of Moodle-Based English Language Learning Environments (Case Study of Indonesian Higher Education)

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Abstract

Integrating English learning content enhance complexity and unconventional demands challenge lecturers in Higher Education. The study investigates and determines an English learning course design through Moodle. The most suitable approach to develop an online environment's essential language learners' accomplishment outcomes. The study was conducted with the qualitative approach with a case study research design. The thirty-eight lecturers generate as respondents from Higher Education in the Jakarta area. The result has found that Moodle could implement the demands-complexity of English language learning in the electronic ecosystem. The English course should have obtained attention or engagement with familiarize, encourage, fulfill, evaluate, and understand actual content material integrated Moodle feature. The Moodle-based designer must develop topological technologies to request the necessities of learners needs. Moodle is not fundamentally constructed as a mechanism concerning language learning, and it should have been noticed that the electronic model was not a flawless online learning system for the English educational process. Nonetheless, it presents various resources and excellent learning designs. It frequently engaged learners' and lecturers' adverse responses to the acquiring of English as a foreign language. Technical problems and educational challenges should not be neglected while utilizing Moodle program in the electronic ecosystem.

Keywords: English Teaching, Designing Teaching Online, LMS Moodle. Higher Education.

INTRODUCTION

The coronavirus pandemic's outspread has transformed all global elements, including the Indonesian people and the educational establishment. The Indonesian education elements are an essential component of national urgency, and it had overwhelmed by various difficulties. The condition had not made for the exceptional from the COVID-19 pandemic. It challenges extensive activity correlated to the standard pedagogical policy. As accomplish at Higher Education in some part of Jakarta, the traditional educational activities have transformed into electronic learning due to the pandemic's restriction (Aliyyah et al. 2020). Electronic learning (eLearning) or online learning has become a crucial solution to this educational crisis. The integration between pedagogical members and technology was unavoidable, and every part had its function. Some of them feel reluctant about this new environment.

Indonesia has patchy connectivity, starting to disparities in access, and presents difficulties for lecturers (instructors) in interacting and providing assistance. Lestiyawati (2020) remarked that some lecturers were bothered that the online pedagogy process could

develop learners' gap in Indonesia's geographical region. The interruption can be challenged the lecturers and learners, and they often meet personalized difficulties in their study for the home environment as online learning. Sulasmi (2021) added that educators understand that online education relies upon learners' determination. The condition demands learners to comprehend the necessity of online learning individualized problems they met during the education process. A fundamental characteristic of online teaching exerting is the synchronous and asynchronous teaching model (Yeh and Lai. 2019). The synchronous model requires the lecturer and learners to be online concurrently, applying a conference video platform. In contrast, the asynchronous teaching model implies to the lecturers offer electronic learning sources possible, and learners can obtain these at their time and place according to the schedule.

Continuing to transform the modernization of English teaching styles (method, technique, approach), foreign language lecturers resembled directions to stimulate and employ language learners in Higher Education. In this event, Almurashi (2016) explained that it is desirable to advance distance or online learning toward the language pedagogical process. Wiphasith et al. (2016) affirmed that online education referred to the learning developed on the interactive activities among lecturers-learners or learners-learners. All the participants connected through a cloud or web system that they can access through the internet. Reflecting on the matter, integrating language learning and technological filed were getting closer before the pandemic occurred (Ekici. 2017). No doubt learning through media electronic devices become crucial to create a new learning ecosystem.

The online situation is a term for written interaction-correspondence. The condition brought both barriers and the prospective of eLearning. Meskill and Anthony (2015) argued that utilizing technology devices in online environment support English lecturers and their learners established communication well. It could decrease the problem in interacting issues related to both technologies and eLearning systems. Recognizing teaching English in an online environment generated pedagogical challenges for all parties. The designing online English educational process would be a significant primary matter in Higher Education. The study's purposes are finding and exploring 1) the general implementing design in the online ecosystem; 2) Moodle-feature accommodated the English pedagogical process.

Computer Assisted Learning Language-CALL

Computer-assisted language learning (CALL) elements establish pedagogical theories' features using the internet, computers, and other gadget devices. Hashmi (2016) explained that CALL's domain is described as computers' performance in language pedagogical activity. Nejati (2018) asserted that many various topics or subjects could be developed through CALL arrangements for communicative competence, including speaking, written, listening, and grammar. It can also implement electronic feedback, which is recognized as a fundamental feature in any electronics educational practice. Because of the pandemic, CALL immediately advances in multiple directions, delivering challenges to communicate a coherent and overall foundation to the material.

CALL development can be classified into three principal CALL platforms: structural/behavioristic, communicative, and integrative (Mohamed and Adnan. 2020).

Shadieff et al. (2017) explained that the behaviourist learning model emphasized constant language practices, applied to essentially drill-and-practice. However, Hwang et al. (2016) asserted that CALL of communicative stressed to the computer-based tasks concentrate more on practising patterns than on the models themselves, develop grammar essentially rather than principally. In integrative CALL procedures, language learners acquire various technological instruments as a continuous process of language pedagogy and practice (Peterson. 2016).

The rearranging occurred from a behaviourist, communicative, and integrative paradigm of pedagogy to a constructivist principle of electronic education (Santos et al., 2016). These paradigms indicate learner-centred direction so that each individual establishes different results and outcomes as their background and interacts with pedagogy members. McManis and McManis (2016) asserted that CALL had been a meaningful improvement in the language education process. Resemblance to the conception of constructivism social, this notion and integrating technology boosts language learners to participate in their learning practices and construct upon their prior information.

Internet and Computer technology appeared to support self-learning by allowing learners to determine the period, area, and learning process conditions (Buendgens-Kosten and Elsner. 2018). Moreover, these simultaneous mechanisms could increase learners' enthusiasm in language learning by contributing materials of curiosity to them and presenting various learning practices. Moreover, the internet can develop learners' language approaches by revealing learners to a digital communicative atmosphere with multiple native lecturers to whom others in access to their local community.

Designing Teaching English Online

The Online Environment pedagogical process is much similar to learning and teaching in formally every other institutional circumstance. However, Thamarana (2016) expressed that the online tool's overall outcome generates an unusual atmosphere for English pedagogy in Higher Education. The most engrossing characteristic implies the potential for substituting the period and area of the educational intercommunication. Iaremenko (2017) affirmed that the online learning community model referred to extensive and meaningful electronic educational outcomes, including adequate cognitive presence, social presence, and teaching presence. Wang and Zhan (2020) supported that presenting the cognitive aspect is based on and determined by the investigation of critical content. Therefore, it accomplishes the objectivism, societal, and adaptability of the material in a strategy that encourages analytical thinking abilities. Horzum (2017) asserted that the social presence describes establishing a supportive atmosphere to feel a particular point of encouragement and protection to expose their opinions in a collaborative setting. Teaching presence referred to the extended term associated with the well-organized design and arrangement of the knowledge experience (Bowers and Kumar. 2015). In addition to these tasks, formal education, the institution, and its lecturers' representatives habitually perform a significant certified function that includes learners' evaluation.

The English course content, pedagogy activities, and evaluation foundation's design and structure establish lecturers' outstanding possibility to promote lecturers' presence (instructors). Hung (2016) stated that English lecturers' function in managing and formulating the electronic class content ranges from an instructor's accomplishment with materials and an online educational design. Soliman (2016) concluded that the

lecturers produce all of the systematically based on material goals or outcomes. Although the English lecturers' formal position, eLearning developed a possibility for versatility and improved content in a system devoid of older mediated English teaching and learning patterns. Traditional English lecturers are heretofore confined to the construction of unified units that are apprehensively adjusted to acknowledge language learning needs. Instead, Gillett-Swan (2017) explained that the online learning community's purpose and design of activities could continue while the course proceeds.

Al-Mubireek (2019) asserted that various online programs maintaining over the internet pedagogy could present the centres to heighten communication among English lecturers and learners into present assistance such as chat mechanisms, forums discussion, correspondence mail (email), enhancing pedagogical processes. Kostolanyova and Simonova (2018) added that these online components tolls could develop learners' involvement, interaction, participation, and enthusiasm. In that manner, it is reasonably possible that learners perceive a vaster readiness to engage and approval with their electronic class activities. These kinds of online platforms or system web-based platforms are the electronic media integrated with the accessibility of the web's internet technologies to deliver content and pedagogical support.

Integrating English learning to LMS Moodle

The Learning Management System (LMS) Moodle supports several additional media features, which can be integrated toward an electronic English language learning course intention. However, Rubtsova (2018) remarked that Moodle's arrangement among synchronous and asynchronous communication and group and self-supporting learning activities remains challenging. Gundu and Ozcan (2017) affirmed that the learning design Moodle accepts online synchronous or asynchronous interaction mechanization to build electronics (virtual) classrooms that are regularly formed both educationally and systemically on the eLearning course.

Designing English learning language online courses would frequently include a reasonable choice of media and features organizations, balancing the distinctive functions of media to encourage cultural and cognitive presence. Gamage et al. (2019) asserted that the unusual communications components necessitated a specific topic with the English educational needs. English online learning Moodle-based includes self-supporting language learners who study independently and connected to their facility through instructional activities. Ali (2017) observed that Moodle could have maximized adaptability, but it defies the institution's function to promote online society or synergetic learning projects. The self-learning study design is regularly selected in online learning Moodle to support continuous enrollment or occasionally access to English educational content.

One of the essential important recognitions of utilizing Moodle platform for English language learning is that learners can practice interactive media tools and applications such as chat, forum discussion, quizzes, assignments, and others (Jeong. 2017). Moodle-based English language platforms support electronic dictionaries where learners manage to seek explanations for all phrases and expressions. Moreover, Shishkina and Malykhina (2015) added that language learners could connect to the best online electronic references. Creating English learning courses on Moodle program is classified into a couple of sections, including resources and activities. These components are practiced according to

the course necessities, and a distinct feature relied on the course content. Internet sites became the most crucial e-source for designing courses. It contained text instruments customarily with structure or glossary and uncomplicated links to directory arrangements.

The previous study had been determined, organized, and applied in language online learning circumstances of Moodle-based in Indonesia. Masruddin and Karmila (2018) studies had exposed the web course Moodle system provided language learners as the foreign language. Bumela (2020) stressed that English lecturers should support language learners to affirm relevant English subjects to the computer technology activities to succeed in language learning. In other circumstances, Buwono and Ciptaningrum (2019) reports that appropriate Moodle technological content can be effective for language learners in Higher Education. Nurfaidah (2018) concluded that utilizing Moodle-based language ability activities enhances communicative competence in the actual world. All the preliminary studies before, there was no further investigation of well-preserved Moodle English learning design to maintain and encourage learners in the English practical context. The study had countered some problems in implementing language learners in Moodle-based.

METHOD

The study was conveyed with the qualitative approach with a case study research design. An actual appearance is the principal idea, concept, or process examined in qualitative research. Therefore, studies concerned with designing and Moodle-feature integrated to the electronic English learning in the LMS Moodle course. The explanatory case study would employ seeking to clarify a problem. The condition endeavored to describe the considered causal connections in actual interruptions of designing English language learning highly complex for the survey or experimental procedures.

The thirty-eight participants as lecturers generate from Higher Education in the Jakarta area. The arranged code A, B, C, and D associated with the English teaching practices institution's background. The specific condition intended the experience LMS Moodle as the replacement from traditional class to electronic class. They exposed nearly similar challenges adapting English languages learning to the new electronic environment, such as the less-experienced online systems, technicality Moodle system problem, and limited time to prepare the content.

The robust instruments implemented in the study involved collected questionnaires and interviews. Qualitative questionnaires endeavour to extract innumerable comprehensively responses and are usually intended to discover the changes due to the event. The Semi-structured interview was formed to examine the lecturers' experience used Moodle in their English language teaching. It demanded to find the application feature, the scenarios-adapt electronic class in the system, and their obstacle implement online teaching. These two instruments were employed in the email, conference video, and phone call.

There were fifteen questionnaires through an online form (Google Form) given to thirty-eight respondents' email. The questions related to the approach and technique creating ideal English language teaching in the electronic ecosystem, particularly in LMS Moodle. Seventeen respondents were interviewed to accommodate the specific detailed

experience and decisions of LMS Moodle tools. Thematic analysis often used a qualitative approach to examining interviews. The analysis covered and used for recognizing, investigating, and summarizing patterns of teaching experience in the LMS Moodle as a result. Besides, the procedure complemented the study subjects by promoting an examination of the interview data of two viewpoints. It started from a data-driven view, and the ground developed on encoding in an inaugural way, and second from the research subject prospect to verify the data were compatible with the study’s subjects and giving sufficient information.

FINDINGS AND DISCUSSION

The finding has been discerned that educational material is deficient in Moodle-based English teaching. Even though Moodle platform allows teachers to design and arrange content for English language learning, lecturers should recognize a high-level computer knowledge level and have a particular familiarity with the university technical feasibilities. Language learners might become anxious and animosity toward systematically English teaching if lecturers could not give them a solution

Table 1 General Outline Teaching Design Moodle-Based

No	General Design	Instructional	Outcome / goals	Moodle feature /instrument
1	Obtain attention or engagement	Engage module and textbook stimulating introductory discussion.	Modify it to be an attractive module handbook, encouraging audiovisual files.	Resources (book, file, folder, label, page, and URL) Forum discussion, wiki, feedback Course
2	Familiarize with a learning purpose	Clarify goals explicitly in writing and conversation.	Manage thoughtfully timed notifications and email to assure language learners understand learning intentions and demand an answer or observe they have been delivered. Allowing common questions information list	Label, chat, forum discussion, wiki, choices, feedback course, survey
3	Encourage material or information about prior learning	Assembly workgroup and flipchart documentation, or comparable.	Implement asynchronous exchange for the insufficient time when students experience previous learning.	Chat, Forum discussion, Glossaries, feedback quiz/assignment
4	offers inducement material or content	Communicate explanation reading list or similar so that it can promote	Support content from link to websites, audiovisual content, online version, formative	Label, page, URL, File

		relevant electronic activities.	practice test, or follow-up asynchronous discussion.	
5	fulfill language learner guidance and procedure	Mention language learners in the electronic classroom progression information system.	Announce and circulate in an electronic chat or conversation through email, confirm and explain what students should have completed by times, accommodate formative self-testing	Grading Score, Activity Completion, Quiz, Assignment
6	Evoke performance or provide feedback	Encourage language learners to self-and peer evaluation.	Use formative electronic tests with automated results or feedback.	Quiz Review Option (Marks, Specific Feedback, Overall Feedback) Assignment Feedback (Feedback comment, annotate, comment inline)
7	Evaluate performance in the assignment	Enhance the presentation of the essay to the testing system.	Adopt Electronic submission of essays or uploaded files.	Reports (Activity completion, Course completion, Logs Live Course participation, Activities)
8	Improve understanding recognition and variation	Generate a lesson to the knowledge that is being accepted or might be applied shortly.	Connect to web-based models of practice instruction an asynchronous possibility to participate information.	URL, Page, Lesson
9	Application to learner's attention	Create early group work practice to determine the learners' expectations in online language classes. Adjust expectations if needed.	Formulate an interactive application to evaluate the learner's motivation and fears about relating the course and share outcomes undisclosed.	Forum discussion, Grouping, lesson

Obtain attention or engagement

Online Language learners' engagement represented the orientation to be positive-responses, excitedly, and cognitively connected in language learning Moodle-activities.

The online class engagement term has also correlated with concrete language learners' outcomes, encompassing more distinguished grades and reduced failures. Lecturers as instructors played an essential function in their learners' engagement in the electronic environment. Lecturers' pleasure and reliance in teaching, pedagogical effectiveness, and perceptual familiarization in the Moodle course emphatically affect learners' engagement.

“Online learning takes a different place to acquire the English language. As learners, we cannot only be doing self-learning instead of following exciting activities. I felt bored and frustrated with the lecturer, who does not motivate us to learn more than only read their material in PowerPoint or pdf. I am still confused about learning by Moodle because every lecturer had the different engaging format” (Respondent 01)

Lectures should not be positioned as the center of topics for discussion. Moodle is possible to facilitate the exchange of information with forum discussion, wiki, feedback course. In these Moodle activities, members would encourage to share experiences and additional knowledge from their perspective. Lecturers could limit the actual topic with the Resources feature of the book, file, folder, label, page, and URL. The tools accommodated interesting files from audiovisual content

Familiarize with a learning purpose

The purpose of teaching language in electronic class is to acquire detailed information related to their lesson. Comparably in the face-to-face meeting, verbal communication was frequently presented in the class. However, the detailed information related to the outcomes can be observed and seen in the various file from word, pdf, or PowerPoint slides. The condition was possible driven into their perspective to achieve with numerous language learning strategy that appropriates from language learners' uniqueness. The condition applied to shift from teacher-centered to learner-centered. Lecturers have a role in making outcomes and guidance, so language learners could achieve and pick the interesting topic as the LMS Moodle presented.

“I had a perception every subject in higher education possesses different outcomes and goals to learn. Sometimes, we do not read carefully and ignore the critical fact in learning details outcomes. English lecturer had informed us about it. Moodle provided perfectly to learn, but we did not know how to access it. The course gave us complete information to complete based on our preferences yet with English lecturers' guidance.” (Respondent 23)

Higher Education English language learners encounter a diversity of corresponding assignments in their course, while certain activities diverge from one course to another, the approaches to present message are related. The static course material is essentially built advantage to the English lecturers. It is developed from files, text pages, web pages, links, directories, and labels. These peculiar features accommodate varieties of written or verbal information that learners needed

Encourage material or information about prior learning

The online learning of English language material has contributed precious and essential knowledge for those moderately current to new learners in the electronic environment. Comparably, the material or content in the traditional had adjusted only for one session class, but the situation was affirmed differently in the electronic environment.

Language learners can get information from not only their English lecturers but also generating other electronic resources to complete their information in one specific material

“Online English learning material should be more accessible for many students. Although our English lecturers gave complete references, we could not understand it because it is in full English. English lecturers ought to let our chance to learn from other media, especially non-written material.” (Respondent 02)

The English lecturers or instructor’s practice enhance for promoting independent learning. To facilitate this situation, the fundamental principle instructors employ is understanding students’ prior knowledge. Many files or materials can be accessed flexibly and timelessly for the members in the online learning procedures. LMS Moodle has recorded lecturers’ activity, and the accomplishment with learners always keep in web-based cloud system. The learners’ accomplishment tracked adequately in the feature of chat, forum discussion, glossaries, feedback quiz, or assignment. This system assists and promotes language learning to create an educational ecosystem to build simultaneous language learners’ prior knowledge and abilities.

Offer Inducement Material or Content

The distinctiveness of teaching foreign English language has lied to the learning traditional class situation which probably far from the actual English learning. Lecturers should be established the cultural and topic target language in the class to encourage learners’ motivation. Integrating electronic mechanisms and environments would create a more straightforward and adaptive to the actual English content so the learner can feel and assume getting close to target language learning’s cultural impact.

“We were not interested to learn about full-text reading, I think it would be more enjoyable if the English lecturer gave us learn about English. I usually learn vocabulary and speaking simultaneously while watching some documentary series on a media platform. However, learning English informal situation seemed complicated because it focused only on grammatical” (Respondent 14)

LMS Moodle was adaptive to the demands of actual material in their learning and teaching system. The feature of URL or page can be imported to the web link from the comprehensive world site. Lecturers could present the audiovisual files to their class, and language learners could have the actual circumstances of learning a foreign language. The limitless electronic resources will generate them to study more than English lecturers’ material in Moodle-class. Therefore, they will have complete information, but lecturers must be guided to promote valid information.

Fulfill Language Learner Guidance and Procedure

Language learners do not reach the electronic English learning classes at equal quality. Moodle users had different experiences affected by their background character developed on their perception of technology culturally and ethnicity. Exchange communication became critical in eLearning Moodle based. Lecturers and learners had the same function to implement effective language pedagogical. Moodle online courses profoundly affected written interaction, involving electronic message (emails and chat),

forum discussion, submission assignment, short response. All participants should be remembered to conduct themselves ethically in the online exchange communication

“I am not comfortable learning or study in the electronics environment, particularly in Moodle. We had much trouble when we accessed the platform and got anxious to complete the assignment and test because sometimes the English lecturer did not provide a score or mark to the feedback. It was getting worse if our lecturer did not respond to our question” (Respondent 19)

Language learner achievement measures were frequently under-standard. Lack of engagement was affirmed from insufficient communication support, and learners tend to have an isolation atmosphere. English lecturers or instructors need to participate deeply enhance learners’ interaction between themselves and lecturers. Smooth communication was the fundamental approach to overcome the overlapping issues in online learning. In some cases, learners need to know about their quizzes or assignments, and the lecturer should facilitate them with appropriate feedback. Therefore, learners had valid information that their achievement neither complete nor incomplete.

Evoke performance or provide feedback

Language learners had the opportunity to encourage their practice evaluation among themselves. Peer assessment is widely used in teaching both online and in person. Thoughtful integration of peer assessments into coursework can enhance students’ learning in several ways. This process helps build trust and an intellectual community. The condition leads to more thoughtful and reflective discussions, and it can help students cultivate a greater capacity for critical and evaluative judgment. The evaluating process of another learners’ work with a significant observation, concern, and respect includes several appreciative-level cognitive abilities. Language learners were better ready to assess their work and learn the uncovered information when recognizing and reflecting on the unconventional approaches made visible during the review process.

“I do not like learn English based on Moodle or eLearning because I cannot interact with others. It is essential for me because I do not have the opportunity to check or confirm the information. Therefore, I mostly communicate with our English lecturer to have more information for the unclear information” (Respondent 29)

Electronic testing had applied to the Moodle English pedagogical ecosystem. The main goal was to preserve and generate the test-building inside the automated testing in Moodle for educators. This instrument could be possible to create and repost in the English Moodle-course. Nevertheless, the basic English lecturers’ challenge was to produce a bank of questions involving multiple test pieces of various models. Automated test item generation is an appropriate approach to overcome this challenge. Moodle had accommodated the linguistics functionality, automation item responses, semantics web mechanism, and other instruments.

Evaluate performance in the assignment

Evaluation or assessment or assessment of language learners became a fundamental aspect of instruction in online circumstances. It is crucial to design essential assessment tools in the Moodle environment. This process encouraged effective language

learning and established an understanding of identity amongst students and lecturers if created competently. The more effective Moodle-assessment has been organized with more complex and multipart assignments, so lecturers could access learners' achievement progress and support them with specific feedback. The main goal was to inform explicitly and details the score rubrics, and accurately communicate for English learning performance

“Evaluation of assignment is crucial, and we could know the correct or incorrect answer based on our previous information. There is one thing I would feel comfortable applying electronic testing that is out from stressful environment because I had my own time to complete the assignment. Moreover, we could utilize google translate to confirm the translation.”
(Respondent 34)

Electronic testing or assessment is also carried out using the course elements (Forum discussion, quiz, and assignment). Moodle provides an extensive assortment of elements for instantaneous automated affirmation and evaluation of assessment, including automated analytical review of the examination and its components. The designated specification clarified the confirmation process. On the other hand, the assessment was conducted individually by the instructors or lecturers. They could acquire complete achievement information such as response, time-limited, and assignment. Moreover, the Moodle system empowered English lecturers to generate, establish, and observe the complete information in an electronic educational environment resource and enhance work preparation and decrease the time loss educational process.

Improve understanding recognition and variation

Generate a lesson to the knowledge that is being accepted or might be applied shortly. Generating knowledge involves written or spoken items intended for English bilingualism and are composed for Moodle-language learning. Revelation to natural elements should begin in the quickest steps of online language learning, supporting that early expression to before-mentioned topics will encourage learners to develop suitable approaches for more involved assignments subsequent. As English lecturers, the Moodle-designer can perpetually discover factual circumstantial materials that can be practiced to engage their Moodle-course requirements of materials.

“eLearning Moodle offered us the flexibility of learning. We could access much web site to support previous information. As learners, we need time and the internet well-connected to browse complete information. Nevertheless, I did not find eLearning much more accessible than before because it was boring when we needed to stare at the laptop or smartphone screen.” (Respondent 31)

The Moodle connected to the web gives possibilities to generate unique online learning practices for learners, which is impossible in traditional teaching methods face-to-face. Moreover, the web refers to the pedagogical process's electronic mechanism that encourages refined sources' conception. Web-based English learning materials equipped lecturers and learners, including an all-inclusive array of innovative and compelling encounters that seldom are impracticable to multiply in a regular course.

Application to learner's attention

Communication exchange among lecturers and learners would reveal the basic information related to the expectation and necessitates online learning. Lecturers' expectations of their language learners' knowledge perhaps more prominent in affecting their development than others' abilities. High expectation lecturers consider language learners accelerated rather than average improvement, and those learners will influence beyond their current achievement phase. Considering that, low expectation lecturers did not expect their learners to create meaningful innovations to their English learning achievement continuously.

“Truthfully, we were more engaging to the material if there were audiovisual files to accommodate our information regarding the material. It was not much text material in the handbook or some module. Our English lecturers intended us to exchange communication during eLearning material to open chat in the system.” (Respondent 15)

Moodle would be possible to implement the communication exchange in a variety of circumstances. It needs mastery of each English lecturer to accommodate all the interactive features in LMS Moodle. The one key factor of successful English learning online was smoothly established communication in the system or outside the system. In a Moodle web arrangement, communication is developed on educational mechanisms and occurred either asynchronously or synchronously. Nevertheless, the actual standard online interaction does not have standardization in the education platform. The others assumed that the compromise of concept interaction involving exchange communication, collaboration, and learning actively

Discussion

The activities' design depends, of course, on the learning Moodle-feature, including electronic resources (book, file, folder, label, page, and URL). Gluchmanova (2016) stated that the concept is complete that the education design ought to engage the learning situation related to the restrictions and possibilities. Saw et al. (2018) added that the adaptation and adjustment content became essential in the LMS Moodle environment; developing language learning material should occur in the community. Highly- activate language learners expect to acquire from different contexts from the first language to the target (English) language. The universal to the specific model is presumably the more general pattern in English for Specific Purposes. Khabbaz and Najjar (2015) confirmed that the Moodle instrument might be employed to introduce the background lesson, open materials paragraph, discussing with the selected-topics, and assessing the transferring knowledge. Practices identified the pattern in English lecturers' perspective overview to specific items. Their opening paragraph would begin with various feature upload-files to have general information and attach details that describe it. The features may frequently enhance more particular and summarize lecturers' thoughts that emerged from the items.

Perform Moodle-asynchronous exchange concerning the inadequate participation when language learners encounter previous material. Florian and Zimmerman (2015) affirmed that online learners come to the electronic course with their prior information, theoretical perception, abilities, and ideas. They unconsciously tried to accept and access the previous material to increase comprehensive information about specific topics. The Moodle adaptability to keep and store the digitalization document would create a

fundamental for learners to re-access certain documents for their needs. Indeed, it depended on the LMS Moodle administrator's characteristics to preserve the previous information about each material or lesson. Bradáč et al. (2015) stated that Moodle support content from link to the Web page, audiovisual files, online type ecosystem, electronic testing formative, or asynchronous forum discussion. Moodle allows lecturers to access and implemented the complexity of digitalization archive. The import and export mechanism could enhance actual and recent material as a language learning course. It had the capabilities to add more content from other electronic resources, and the primary purpose was to create a complete replacement similar to the face-to-face meeting. Permatawati et al. (2020) commented that exchange communication should be built in the system as a procedural agreement among Moodle eLearning participants. The purposes implied to the comfortable situation to accommodate and facilitate every English pedagogical matter. Lecturers and learners need to commit to the learning outcome that they would achieve. The capabilities of Moodle facilitate formal or informal conversation through chat, email, or feedback testing.

Electronic testing Moodle-features had advanced to operate assessment in higher levels of testing-knowledge. Sychev and Mamontov (2018) explained that the mechanism of effective electronics adjustment could generate other models and adapt to the needs. According to traditional Moodle-testing classifications of test items, the systematization of the Accumulative Question Type (AQT) shows that the procedure can be generated all types of conventional question types. This categorization renders account of all the attributes of the AQT, including the number of the open-response form of the text, file, or image and possible question types that the system can generate (Mintii (2020). Improvements in the web-based English pedagogical process have afforded learners a diversity of educational alternatives and have increased the instructional process exceeding the face-to-face classroom. Web-based educational materials and studies expose acquiring more delightful. Learners acknowledge the option performed on technological devices to do practices, employ long session at a device to complete a task, and experience electronic examinations.

CONCLUSION

English language learning' complicated and different demands challenge lecturers or instructors to involve learners and integrating online procedure which the most suitable approaches that develop important language learners' accomplishment outcomes. The Moodle-based designer must improve topological technologies to approach the particular necessities of learners. The English pedagogical perspective to intensify instruction and discover linguistically distinct learners is fundamental to Moodle online course composition's purposes. English lecturers reveal the new online model of asynchronous and synchronous as a converted conventional face-to-face class to Moodle platforms. There are various techniques to utilize technological devices for teaching English as a foreign language, especially for communicative competence purposes. Specific actual experiences can be approached while learning English online to motivate language learners and vigorously interest learners in the process. The online cognitive context focuses on establishing a center of analysis and necessary when promoting English courses for foreign languages.

LMS Moodle elevations can be an effective online medium for reaching ELLs if appropriately used. The language learning course's presentation program recommended that learners perform excellently in direct face-to-face meetings for beginning-level classes, but learners' performance was not affected by the more high-level courses' presentation device. In language learning online, Moodle course offered a significant feature to develop learner understanding and complement education. It is suggested that learning online design intensifies learners' accomplishment in asynchronous or synchronous mode. Many electronic sources existed to contribute course design to completing English learning course guidance with technological improvement to relinquish a targeted language. English learning Moodle-designer can decide writing with a matched online program combination targeted to improve learner understanding. These online supporting sets organize approaches to concentrate on the learners' material needed the most. English educators can consider the convenience of online tools like convenient file archive management or collaborative mechanism tools, combining personalized dashboard instruction with electronic quizzes to bolster content and build an entertaining, online response device for learners' communication.

The study's implication for Moodle-based English pedagogy was an indispensable component of the virtual English pedagogical environment. It is a fundamental component of the lecturers' position to practice it and promote learners' experiences. The decisive determination of integrating technology encourages pedagogical members to explore their capabilities by employing other media to improve language skills. Technologies had the magnificent perspective to improve the current language teaching approaches. The Moodle elevated English virtual educational environment and more productive than lecture-based class in a conventional class. English lecturers must discover approaches to implementing Moodle as a suitable teaching tool for their learners, and they should be improving computer skills and digital literacy.

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