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USING THE MOODLE DISTANCE LEARNING SYSTEM IN TEACHING ENGLISH AT A UNIVERSITY

Annotation. Technology and computers have influenced the teaching and learning of English in Thai universities. A multifunctional learning management system (LMS) such as Moodle is integrated into English classrooms to improve student learning. To emphasize the importance of preparing teachers for the use of e-learning, it is important to study the facts that affect teachers when integrating Moodle into English classrooms and the opinions of students learning English with Moodle. Qualitative and quantitative approaches were used in this study. Moodle was also found to facilitate student-centered learning anytime and anywhere. In addition, it simplifies course management and helps reduce training costs and time. In addition, 50 students were asked questions about using Moodle, and the results showed that there were positive feedback about learning English with Moodle. However, there are some disadvantages to using Moodle in English teaching, as the study also addressed network and technical issues.

Keywords: the Moodle distance learning system; e-learning; educational technology; teaching and learning English.

Introduction

Over the past decade, the use of technology in English language teaching has been increasing worldwide.

Technology facilitates the creation and use of e-learning resources. Morrison defined e-learning as the use of the Internet for teaching and learning [1]. It includes the interaction between the Student-Teacher and the Student-Student or the teacher-teacher, as well as facilitates the presentation of tasks to students [2]. It provides and enriches learning content. Students can also use the Internet as a research and publishing tool.

Bach and Smith reported that e-learning involves several applications and processes, including computer-based learning, web-based learning, a virtual classroom, and collaborative labs. Teachers interpreted e-learning as a subset of distance learning, online learning as a subset of e-learning, and computer learning as a subset of online learning. recognizes the independence of the practice [3].

Materials and types of research

The objectives of this study are: first, to determine what functions Moodle uses for English teachers, second, what are the advantages and disadvantages of using Moodle in their implementation, and third, to study the opinions of students learning English with Moodle. The method used in this study consists of qualitative and quantitative methods. The study aims to understand and explain the involvement of English teachers and their pedagogy, including the possible views of English teachers on Moodle integration in English teaching. Students' opinions and suggestions were also taken into account.

Research questions

Here are three research questions that guide this study as follows:
1. What teacher functions are used in Moodle to teach English?
2. What are the advantages and disadvantages of using Moodle for language learning in higher education?
3. What do students think about learning English with Moodle?

Participants

Eighteen full-time English teachers and 50 undergraduate students from universities participated in the study. Questionnaires were distributed to them to share information about using Moodle. They were then interviewed on research topics.

Tools

The specific research tools used in the study are based on questionnaires and questionnaires. First, the survey was designed to find out if teachers used Moodle in their English language teaching [4]. Its purpose: whether they use it, what functions they use, if they do not use, why not. The questions consisted of two sections: the first section was devoted to reference information for English teachers in higher education, and the second section was devoted to the study of the use of Moodle. However, those who do not use Moodle performed only the first part. For respondents who use Moodle, they continued with the second section, which provides detailed information on how they use Moodle in the classroom, including what features they use to work online and create a course [5].

Second, interviews were conducted with teachers who introduced Moodle to their teaching. Six teachers who use Moodle were interviewed for the qualitative part of the study after completing the questionnaire. Researchers interviewed them through a half-built interview about how they use each feature in Moodle and how they like it. In addition, an English class was interviewed to identify the advantages and disadvantages of using Moodle.

Third, to collect data from students, the researchers used a questionnaire to find out their opinions and suggestions on how to use Moodle to learn English [6].

Procedure

Preparation of questionnaires and interviews

The questionnaire was based on the Moodle function table used.

The accuracy of the questionnaire and questions for the interview was checked for development and approval by the course consultants. The changes were made on the basis of feedback received as a result of the above procedures. Both questionnaires and interview questions were reviewed and accepted by the course counselor before being distributed [7].

Enter the questionnaire

18 questionnaires were physically distributed to respondents. The questionnaire was used to determine what respondents had done or were doing in the past in relation to mood use. To collect data on Moodle usage, teachers asked participants to fill out a questionnaire. First, participants were asked if they had used Moodle in their reading. If so, they would have to complete the second part of the questionnaire. If not, they have completed only the first part of the questions. There were two teachers who responded via email and they did not use Moodle.

Conducting an interview

There were six teachers who used Moodle in the training and were interviewed about the use, advantages and disadvantages of Moodle. For the convenience of the interviewees, meetings were scheduled for individual interviews. Six teachers were interviewed during the semi-structured interview. All interviews were digitally recorded and decoded, two of which were translated into English for data analysis. The interview is designed to find out the views and opinions of the participants. According to opinion polls, they were interviewed about the specifics of using Moodle. The survey used relevant research questions about the advantages and disadvantages of Moodle. They were also asked to provide benefits and explanations for people interested in using Moodle [8].

Data analysis

Qualitative information was analyzed based on the responses to questionnaires and interview records. A phenomenological structure was used for the study. After coding the transcripts, several topics were classified. The results of the study were summarized.

Research results

Reference information for teachers and Moodle experience

According to the survey, teachers were divided into two groups related to the use of Moodle: teachers who regularly use Moodle in their teaching and teachers who do not use Moodle. It was found that six out of eighteen teachers used Moodle to teach English this trimester. They have been using Moodle for about two or four years.

It also showed that there are four teachers who have used Moodle with one English course to answer this semester. There were two teachers who used Moodle with more than two English courses this semester. They all spent more than two hours a week creating content on the Internet. They forced students to use Moodle for one or two hours a week as part of regular classes. They also instructed students to work at Moodle for more than two hours a week outside of regular classes. Both teachers rate Moodle as a beginner user. Three of them considered themselves intermediate users. One of them considered himself a leading user. As for those who do not use Moodle, twelve out of eighteen teachers do not use Moodle in their classrooms.

The reasons were as follows:

1. They are not familiar with Moodle.

2. They don't have time to create an online course.

3. They are not ready to use Moodle.

Strangers say they are new and not used to Moodle. They knew some of Moodle's features and functions, but didn't know enough to use them. Second, the lack of time made it impossible for them to create an online course. Some teachers have argued that workloads make it difficult for students to create online content. In the end, they thought they needed to do additional exercises so that they could use Moodle in their reading. Inadequate preparation was one of the reasons Moodle was not used.

Moodle functions used by English teachers

A number of Moodle features were created by six English language teachers who used Moodle in their regular teaching. According to the results, there were eight categories of Moodle functions, which are used as follows:

1. Creating and managing course content

2. Use forums, chats and dialogues

3. Tasks and exercises

4. Student working group and expert assessment

5. Submission of student journals and documents

6. Lesson Schedule, Calendar, Bulletin Board

7. Online quizzes and surveys

8. Grades and scales of students

In terms of creating and managing course content, teachers used this opportunity primarily to study the content or instructions. This is the favorite quality explained by six teachers. Appropriate lessons and exercises are assigned to this function. Online activities, such as listening, are designed so that students can participate and practice at any time, anywhere. One teacher commented on the benefits of this feature: "I use Moodle to download and share documents. I use Moodle to download listening tasks because it's easier for students to be online so they can listen to the text. I use it for ".

Advantages of using Moodle in teaching English

According to teacher surveys, the benefits of using Moodle were divided into three groups. First, Moodle facilitates student-centered learning. To work with Moodle, students can practice on their own using online materials. The content can be identified according to their interests and level of language proficiency. Lessons and support activities are offered in Moodle so they can be selective in their research. Second, Moodle makes it easy to read anytime, anywhere. This description allows students to easily read online whenever and wherever they need. In addition to studying in the classroom, they are given the opportunity to study at a convenient time. Third, Moodle simplifies course management. In Moodle, teachers are treated as course administrators who are responsible for the content of the course. According to Moodle's specifications, teachers are given useful opportunities to easily manage the course. Moodle is convenient for teachers in many ways. For example, they can use Moodle to create or store materials. Moodle can be one of the tools to deliver their instructions. Thus, Moodle helps reduce learning costs and time. Teachers can save time creating teaching materials. They also save paper because these materials are available online and students can access websites without having to print their work. They do not need any budget for these materials. Advantages of the Moodle system, the most important, according to students:

- opportunities provided by the system for a set of balls;

- the opportunity to finalize the assignment taking into account the teacher's comments formulated in the review and, as a result, increase the assessment;

- the opportunity to study outside the university;

- availability of the necessary material to prepare for the exam;

- the ability to consolidate the topics covered with the help of tests and presentations.

- user-friendliness of the interface [9].

Disadvantages of using Moodle in teaching English

Disadvantages fall into three categories: technological issues, teaching staff, and Moodle efficiency. As for the technological issue, things related to the system were mentioned as an obstacle to Moodle's technological problems. For example, the stability of the network and the people who support it contribute to problems when using Moodle. The issue of teaching is seen as the next hurdle for Moodle among teachers. They need things like reading and time to learn Moodle, so they get the benefits of Moodle. In terms of Moodle effectiveness, Moodle features and options make it difficult for teachers to use Moodle. It is said that some features of Moodle are not suitable for students.

Student reference information and experience with Moodle

50 students took part in this study. There were 20 men and 30 women. They ranged in age from 17 to 21 years. When asked about the frequency of Moodle use, 24.4% used Moodle frequently, 46% used Moodle frequently, and 29.6% used it occasionally.

Student feedback on using Moodle

When asked about access to Moodle, 96% of respondents agreed or disagreed that there were no problems accessing Moodle outside the classroom, while 91.5% found it easy to access Moodle from home. More than 90% found the Moodle website to be fast and reliable.

Responding to a question about communication, more than 90% of respondents agreed that they can express themselves freely and openly with other students, while 85% of respondents find it easy to talk and share ideas with classmates online. More than 83% of respondents found it convenient to talk to their instructor online.

When asked about the convenience of a Moodle layout, more than 91% of respondents think that Moodle user information is easy to understand, and about 90% agree that a Moodle layout is well structured and easy to navigate. Responding to a question about Moodle resources, more than 97% of respondents agreed that it would be useful to conduct online exercises and Moodle quizzes to teach them. More than 93% found it useful to have access to information updates in Moodle, followed by 93% who found it useful to download or read online resources for written lessons.

92% of respondents found it easy to watch or listen to audio and video files, and then 85% found it useful to participate in discussion forums. About 78% think it is easy to participate in online chat.

Responding to a question about student self-selection, more than 96% of respondents agreed that they would like to use Moodle in other courses in the future. About 93% believe that their learning has improved through the use of Moodle, and 87% of respondents agreed to feel confident on the Internet. More than 84% believe that you need to be very disciplined to use Moodle, and more than 70% think that you need to improve your typing and / or computer skills to work effectively with Moodle. 46.5% agreed to use Moodle only because it is part of their exchange rate requirements.

Discussion

Research Question 1: What teacher functions are used in Moodle to teach English? According to the study, the SUT had eight categories of Moodle features used by English teachers. The most popular of these were "course creation and management" and "use of forums, chats and dialogues".

Creating and managing course content

Teachers like to use the ability to download and share documents when creating online courses. One teacher said she used the opportunity to assign students to work on exercises. Another explained that he asked students to use the ability to listen from a Moodle-linked website. Some teachers agreed that students like to upload and share documents to Moodle because they can download learning materials anywhere and anytime. In addition, key answer exercises that can be included by teachers allow students to engage in independent work for mood. Based on the above findings, this is in line with Goodwin-Jones, who suggests that Moodle integrates a wide range of resources, including any text documents or html documents, including multimedia resources such as audio, video, and graphics.

On the other hand, one teacher said that it was boring to use the function of uploading and sharing documents. This teacher assured that there is no interaction between students and the system. Students only want to learn to read or listen to the material, which is different from using the "quizzes and online exercises" feature, which allows students to take lessons with instant feedback from the system. The ability to download and share documents is very useful and convenient for teachers to create course content, but sometimes it is boring.

Use forums, chats and dialogues

Most students who use the forum and chat functions to perform their tasks are satisfied with this opportunity. Cole supported the idea that forums and chats are powerful communication tools within Moodle courses. However, some teachers did not know how to organize a separate room for their students. Using a discussion on the Internet, the teacher said that she had assigned students to discuss a topic they had just taught in class to test their understanding with their classmates. He used the last ten to fifteen minutes of the lesson to get the students to attend, and the students enjoyed it.

One teacher said that she wanted to use the chat function to talk to her students outside of class, but she did not know how to use it, but the opportunity arose in her course. But he never ordered students to use it, and students never asked for it. The forum and chat function in Moodle allows students to participate in interactive activities. He liked to use them. But teachers need to manage and develop their curricula to take advantage of this opportunity. Students should be supervised during the conversation or when posting their ideas on the discussion board.

Research Question 2. What are the advantages and disadvantages of using Moodle for language learning in higher education?

Moodle is a powerful e-learning tool for teachers. In this study, we found that Moodle facilitates student-centered learning and learning anywhere and anytime. Moodle simplifies course management, as the teacher is also the course administrator. It will also help reduce the cost and time of the briefing. However, the school needs to develop a reliable support system for teachers who use e-learning, such as a good Internet connection and a sufficient budget to support the system. Moodle efficiency issues are difficult to solve. Therefore, teachers should prepare a sub-plan when they start using Moodle in a regular classroom.

The teacher said that technology is not always available to us, so we need to prepare traditional lessons as a backup when technology is not stored in the classroom. Teachers who are still afraid to use technology need to open their minds to try to use Moodle on their own. The teacher suggested that using Moodle to create an online course was not as difficult as they thought. If they knew how to use it and practiced it often, these teachers could change their minds.

Research Question 3: What do students think about learning English with Moodle?

Students had a positive attitude towards learning English with the help of Moodle. They say Moodle is easy to access both in class and at home. Moodle was fast and confident. Students were able to communicate with classmates and teachers. This statement was confirmed by Perkins and Pfaff Mann, who said that the use of SMS helps to improve communication with classmates and teachers, both in and out of the classroom. They agreed that it would be useful to have access to information updates, download or read online resources for written lessons, conduct online exercises and quizzes, participate in discussion forums and chats, listen to audio and watch video files. Students felt confident and their learning improved when they used Moodle. However, students still want to have individual discussions with classmates and teachers.

Conclusion

There are eight categories of Moodle opportunities used by English teachers in higher education.

The advantages of using Moodle in English classes are as follows: Moodle simplifies student-oriented learning, simplifies learning at any time, Anywhere, simplifies course management, and helps reduce learning costs and time. The disadvantages of using Moodle in English classes are caused by technological problems such as internet access, insufficient teacher training, and the effectiveness of Moodle. Moodle is a free online course management system suitable for Language Teaching, eLearning as an English teacher, or a convenient tool for creating an online course. Moodle has several features that help make learning easier and easier than a traditional classroom environment.

Creating an online course takes time to prepare lesson plans and content management. It is more difficult if there are students with different levels of language proficiency in the same class. Teachers using the Moodle app agreed that the online course will help students gain knowledge based on their personal convenience and level of language proficiency. Students can download curriculum material or perform extracurricular activities, view learning outcomes at any time, anywhere, and get feedback to immediately demonstrate their skills. All teachers who use Moodle in the classroom are satisfied with the result after using it. Students also liked to use it to improve their learning levels.

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Кисметова Г.Н., Ишангалиева К.С.
УНИВЕРСИТЕТТЕ АҒЫЛШЫН ТІЛІН ОҚЫТУ КЕЗІНДЕ MOODLE ҚАШЫҚТЫҚТАН ОҚЫТУ ЖҮЙЕСІН ПАЙДАЛАНУ

Аңдатпа. Технологиялар мен компьютерлер Таиланд университеттерінде ағылшын тілін оқытуға және үйренуге әсер етті. Moodle сияқты көп функциялы оқытуды басқару жүйесі (LMS) студенттердің оқуын жақсарту үшін ағылшын сыныптарына біріктірілген. Электрондық оқытуды қолдануда мұғалімдерді дайындаудың маңыздылығын атап өту үшін Moodle-ді ағылшын сыныптарына біріктіру кезінде мұғалімдерге әсер ететін фактілерді және Moodle-мен ағылшын тілін үйренетін студенттердің пікірлерін ескеру керек. Бұл зерттеуде сапалық және сандық тәсілдер қолданылды. Сондай-ақ, Moodle кез-келген уақытта және кез-келген жерде студенттерге бағытталған оқытуды жеңілдететіні анықталды. Сонымен қатар, бұл курстарды басқаруды жеңілдетеді және уақытты үнемдейді. Сонымен қатар, 50 оқушыға Moodle-ді қолдану туралы сұрақтар қойылды және нәтижелер Moodle көмегімен ағылшын тілін үйрену туралы оң пікірлер бар екенін көрсетті. Алайда, Moodle - ді ағылшын тілін оқытуда қолданудың кемшіліктері бар, өйткені зерттеуде желілік және техникалық мәселелер де қарастырылды.

Кілт сөздер: Moodle қашықтықтан оқыту жүйесі; электронды оқыту; білім беру технологиялары; ағылшын тілін оқыту және үйрену.

Кисметова Г.Н., Ишангалиева К.С.
ИСПОЛЬЗОВАНИЕ СИСТЕМЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ MOODLE ПРИ ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА В УНИВЕРСИТЕТЕ

Аннотация. Технологии и компьютеры повлияли на преподавание и изучение английского языка в университетах Таиланда. Многофункциональная система управления обучением (LMS), такая как Moodle, интегрирована в классы английского языка для улучшения обучения студентов. Чтобы подчеркнуть важность подготовки учителей к использованию электронного обучения, важно изучить факты, которые влияют на учителей при интеграции Moodle в классы английского языка, и мнения студентов, изучающих английский язык с помощью Moodle. В этом исследовании были использованы качественные и количественные подходы. Было также установлено, что Moodle облегчает обучение, ориентированное на учащихся, в любое время и в любом месте. Кроме того, это упрощает управление курсами и помогает сократить затраты и время на обучение. Кроме того, 50 студентам были заданы вопросы об использовании Moodle, и результаты показали, что были положительные отзывы об изучении английского языка с помощью Moodle. Однако у использования Moodle в преподавании английского языка есть некоторые недостатки, поскольку в исследовании также рассматривались сетевые и технические проблемы.

Ключевые слова: система дистанционного обучения Moodle; электронное обучение; образовательные технологии; преподавание и изучение английского языка.