

Use of the Moodle Platform in English Language Learning in a Public University

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Abstract

Currently, English language teaching is one of the priorities of the curricular system; particularly in the Ecuadorian university environment, the English language is presented as a basic need for adequate professional development with a B1 level of proficiency. Moodle is a platform developed to manage educational material and support training processes through the Internet, ideal for educational institutions. Thus, teaching through the use of the Moodle platform is identified as a matter of interest and benefit to promote self-learning of students. The different online learning strategies bear fruit when the teacher acts as a facilitator so that the students can acquire content that lasts over time. The methodology of the study is related to content analysis, i.e., the research of reliable bibliographic sources in recognized bases. In the study process, greater autonomy and independence are observed in the students when using the educational digital platforms for the development of their learning process. As a result, in this modular program, the student has access to the Moodle virtual platform where he/she can work autonomously and monitor the skills required for the development of the language.

Keywords: *Educational Platform, Moodle, English Language Learning, Virtual Classrooms.*

1. INTRODUCTION

Living in a world where learning another language and mastering technology are among the skills needed to connect with the ever-changing global community leads to a fundamentally new and efficient approach to acquiring a foreign language, English in this case.

English has established itself as the primary language of business. This trend has made it virtually indispensable for individuals to possess English language skills when joining a global work environment. Research worldwide confirms that business communication across borders is most often conducted in English (Rao, 2019). Consequently, numerous international companies now require their employees to be proficient in the English language.

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The last decade has witnessed a significant transformation in the field of education, especially in higher education, due to the progressive adoption of Information and Communication Technologies (ICT), where there has been a notable advance in the exponential development of these tools.

Several studies found that the use of these technologies supports the teaching-learning process (Velarde et al., 2017; Carranza et al., 2018). In addition, both successful experiences and failures have been shared, which has accentuated the concern for their continued integration to foster learning in students.

In this scenario, technologies have acquired significant weight and are not only considered as one of the main objectives in education through ICTs but also as a pressing need in today's knowledge society (Carvajal et al., 2018). The actors involved in the educational field, both teachers and learners, explore the implications that these technologies have in higher education, seeking to stimulate debate and reflective analysis around this topic.

At present, the teaching of the English language is one of the priorities of the Ecuadorian curricular system. In addition, at the university level, the English language is presented as a basic need to meet the B1 level of proficiency according to the Common European Framework of Reference for Languages (CEFR), established in Article 64 of the Academic Regulations. In addition, the current regulations establish that institutions of Higher Education must organize environments oriented to the learning of a foreign language.

In the year 2020, the pandemic changed the way classes are taught and accelerated the use of ICTs to reach all corners of the student body (Díaz et al., 2021). In this context, it is essential to have educational platforms that offer interactive resources so that students can use them synchronously or asynchronously. This is essential for university undergraduate students to achieve the necessary objectives that are set as a requirement for graduation in terms of second language proficiency.

This study has its justification in the use of the Moodle educational platform in English language learning in students at a public university and in its role as a virtual support environment to solve educational needs such as the acquisition of language skills following the level required by the current Ecuadorian regulations in relation to higher education institutions.

While writing the justification, the aspects associated with the usefulness of the Moodle platform in learning should be highlighted.

The present study includes elements of analysis that locate the technological factors of Moodle during the development of the pedagogical teaching practice with students of a public university in Guayaquil, province of Guayas; to facilitate visual and interactive tools in the framework of the learning of the English language in the topics that conform it, and another aspect that is pointed out in the project is the usefulness that favors the monitoring of the student's progress.

The approach of the current project articulates four paradigms, which lead to the epistemological support of the study:

The search for social transformation from the understanding of the dynamics of the student, teacher, and technological tools to achieve reflective, critical, and collaborative human beings constitutes a form of mediation between theory and practice of the acquisition of knowledge of English as a second language. In addition, the educational process of English language learning integrated into the curriculum must meet the needs of the students to fulfill the requirement.

The systematic approach represents the sequence of events within a system where different alternate situations may appear, but there will always be a series of steps that

need to be performed. In this case, the logical sequence of the processes of carrying out this research project where objectives are formulated, activities are organized, and the final product will enable to visualization of the results. The concept of the system involves a group of interrelated compendiums with a common goal.

The heuristic approach is the set of techniques used to solve problems where the incessant search for information is encouraged. This approach promotes a teaching method whereby students are presented with situations that facilitate the autonomous search for problems and solutions, where the teacher does not inform students of finished knowledge but leads them to rediscover it.

According to the socio-cognitive approach, priority is given to the achievement of the objectives set at each level in relation to the development of the students' capacities, skills, values, and attitudes in their educational environment. The platform and the teacher have the function of being intermediaries between learning and the social culture of the educational community.

According to the technological approach, the optimization of the teaching and learning process through technological means such as educational platforms is focused on carrying the learning information that we must deliver according to the desired purposes. By understanding the logic of the steps of selection, ordering, and choice of content, it is possible to implement educational plans to achieve the desired objectives.

Therefore, this research highlights the different support activities that can occur in virtual environments with the use of an educational platform, which is contemplated within the English language curriculum of this public university and includes the main theoretical frameworks of second language acquisition, methodological approaches, and the recommendation of specific resources in relation to new technologies.

Thus, given the above, the following question will be answered: What is the use of the Moodle platform in English language learning by students at a public university in Guayaquil-Ecuador?

Therefore, the present research aims to determine the Use of the Moodle Platform in the Learning of English in the students at a public university in Guayaquil-Ecuador, 2023. The specific objectives are:

- To establish the practical, communicative, tutorial, and evaluative use of the Moodle platform in English language learning by students at a public university in 2023.
- To conduct a review of pedagogical models for the use of new technologies in English language learning for students at a public university in 2023.
- Propose a pedagogical model to enhance the use of the Moodle platform in modular English learning for students at a public university in 2023.

The use of the Moodle platform has a positive impact on English language learning among students at a public university in Guayaquil-Ecuador.

The observation of teaching through the use of the Moodle platform is identified as a site of interest and benefit to promote self-learning of students. It is important to emphasize that the teacher is not the main actor in virtual environments, but the student who will respond to their interactive learning with the guidance of the educator (Martínez-Sarmiento & Gaeta, 2019). Through the Moodle Platform, the teaching process considers the teacher as the facilitator and the student as the builder of their learning within the virtual environments.

Not only accessing information through ICT is significant, but also its active use, which establishes a positive contrast in relation to the achievements attained. Consequently, students who use the platform more dynamically obtain a better understanding of the subject matter, which can be seen in their academic performance at the end of the course.

It is important to encourage student participation in online practice to achieve better learning, as proposed by different authors (Rio et al., 2018).

Therefore, for a positive development in online learning, the use of online activities that will allow students to obtain the established achievements of the proposed subject must be specified.

The use of learning strategies to acquire a second language is reverted in the processes that students must carry out in a reflexive and organized way to educate themselves and solve the conflicts that appear in it to make the acquisition of this knowledge more bearable. In addition, the teacher could be established as a facilitator who supports his students to make their decisions think deeply about them, and give psychosocial support in the components that can affect learning (Gómez, 1809).

It should be emphasized that the different online learning strategies will bear fruit when the teacher acts as a facilitator of these so that the students can acquire the contents from this guide in a way that lasts over time, not only for the moment of contact with the new knowledge.

Regarding improvements in academic processes in online classes, technology alone is not relevant but requires the teacher's intervention through the implementation of pedagogical skills that focus on encouraging active practices of the student. These are aimed at establishing learning routines that stimulate curiosity, stimulate learning outcomes of the learners, and encourage the development of a learning process (Bedregal et al., 2019)

It should be remembered that the virtual activities carried out by the students are not the only means of learning, but the accompaniment of the teacher who will guide them to fulfill all the processes in an individualized way. The same will allow a better apprehension on the part of the students of the imparted knowledge.

For the improvement of the processes carried out in a learning management system as an application, reports are made on how effective the educational experiences are according to the applied technological methods. The learners have all the necessary educational information provided by the institution from an individual account assigned to each of them (Shurygin et al., 2021). This technological application, as an enhancer of the learning system, allows the learner to access the information contained in the course from their accounts given by the different educational institutions.

After examining the relevant information related to the subject, choosing the viable components that influence the learning motivation of the students, proposing a type of research, and collecting, and examining this information; the article in question determines that the six proposed elements act effectively in the satisfaction of these students with the attributes established by the system in use. These findings have of high impact on educational establishments that wish to implement a virtual platform or optimize the one they currently have (Alkhateeb & Abdalla, 2021).

One of the effects of online learning is the satisfaction obtained by students through this method. It is important to emphasize that educational institutions are constantly improving technology to meet the learning needs of their students.

Currently, ICTs are being actively inserted in the curricula of modern institutions of higher education, as well as in the learning of a second language. According to the different platforms and technological skills used during the pandemic, the various pedagogical sites allow teachers to create synchronous and asynchronous virtual environments where they can develop lessons, handouts, and other educational aids for the evaluation of the knowledge obtained (Morozova et al., 2020).

Virtual platforms have allowed the continuation of the educational process in different institutions, both private and public, which have been of great help for both teachers and students in the development of virtual classes and offline activities, leading to optimal

academic development for the main actors in education.

These educational platforms compensate for the need for digital equipment in education, facilitating learning and providing a variety of ways to obtain lasting knowledge. Educational learning is greatly enhanced using online resources where learners build their networks and access their content. Educational inclusion through these platforms allows learners outside the urban perimeter to access all the benefits of these platforms (Donath et al., 2020).

The use of digital platforms in education is of utmost relevance, since it allows students, both in urban and rural areas synchronously or asynchronously, to access the necessary knowledge according to their studies.

Likewise, Zainuddin et al. (2019) state that English is fundamental to improving employability. Therefore, learning this lingua franca gives the ability to get information to new professionals. Knowledge of English is necessary, for providing a meaningful window to the modern world. This fact is most visible where advanced countries have opened their doors to hire technically qualified people. Only those who are proficient in the English language get a job (Nishanthi, 2018).

Students in this modality are independent and autonomous in their learning, allowing them to study at their own pace (Caulfield, 2011; Glazer, 2012; and Linder, 2017). Key features of blended learning pedagogy are interaction, flexibility, and appropriate forms of assessment (Smith and Hill, 2019).

Blended learning is a combination of face-to-face and online learning (William, 2002). However, blended learning should be an opportunity to redesign the way courses are developed, scheduled, and delivered in higher education through a combination of physical and virtual instruction; in other words, the combination of “bricks and clicks” (Koohang and Du Plessis, 2004).

Students in this modality are independent and autonomous in their learning, allowing them to study at their own pace (Caulfield, 2011; Glazer, 2012; and Linder, 2017). Key features of blended learning pedagogy are interaction, flexibility, and appropriate forms of assessment (Smith and Hill, 2019).

Krashen (1980) states that there are two independent systems of foreign language performance: 'the acquired system' and 'the learned system'. The “acquired system” or “acquisition” is the result of a subconscious process that he compares to the process of children when they acquire their first language. He further concluded that a deductive approach in a teacher-centered environment produces “learning,” while an inductive approach in a learner-centered environment leads to “acquisition”.

The input hypothesis is Krashen's attempt to explain how the learner acquires a second language, and how second language acquisition occurs. The input hypothesis refers only to “acquisition”, not to “learning”. According to this hypothesis, the learner improves and progresses along with the “natural order” when he receives the “input” of the second language. That is a step beyond his or her current stage of language proficiency.

In any aspect of education, it is always essential to create a safe and welcoming environment in which students can learn. In language education, this filter can be essential because, to assimilate and produce language, learners must feel that they can make mistakes and take risks. This risk of making mistakes relates directly to Krashen's hypothesis of the affective filter (Bilash, 2009).

Ellis (1985) explained that age and excellent L2 performance depend on the amount of time the speaker has been exposed to L2 input. The longer learners are exposed to the language, the better they will perform in its use.

Jhonson and Jhonson (1989) state that the application of social interdependence theory to

education has become one of the most successful and widespread applications of social and educational psychology in practice. Social interdependence exists when the outcomes of individuals are affected by their actions and those of others.

According to Prabhu (1983), the only form of curriculum compatible with communicational teaching is purely procedural. Therefore, the types of tasks to be attempted in the classroom suggest an order of complexity for tasks of the same type in detail.

2. METHOD

The analysis of the use of a virtual learning environment, as in the case of the present study, the Moodle platform that will be used to achieve linguistic competencies in the English language, represents a multifactorial thematic area in which it is important to define which observation focuses are going to be defined to describe the platform-learning phenomenon. This combination of factors requires the support of various methodological strategies that provide relevant information to explain and interpret this phenomenon.

It was important to define the epistemological position, methodology, and techniques used to approach the study of the phenomenon. In this research conducted at the University of Guayaquil, Ecuador, a quantitative approach is adopted given that it is intended to collect numerical information or responses transformed into numerical scales (Cardenas, 2018).

Likewise, it is intended to carry out correlational research between the relevant Moodle platform learning variables and the understanding of its use in the acquisition of English by the learner. On this, Hernández et al. (2014) state that the purpose of these studies is to understand the level of connection or relationship between two or more ideas, groups, or factors within a specific context.

In this study, two variables were determined for the research. The independent variable is the Moodle Platform, which is a free e-learning platform, free license, or open source developed as a learning management system oriented to structure content, resources, and activities to support a teaching-learning process. It is an application based on a virtual learning environment, which makes it easy for its users, students, and teachers, to interact within the learning phenomenon. Its dimensions are related to its use at a practical, communicative, tutorial, and evaluative level and the indicators: mailing list of participants of a virtual classroom, discussion forums, opinion, chat rooms, computer resources that may contain applications or plugins for free download, allows the posting of support material and autonomous work with relevant documentation, facilitates the possibility of structuring virtual bulletin boards, news, among others.

The dependent variable is defined as English language learning, which refers to the acquisition of linguistic competence in a second language, which has been the subject of much research over the years. The linguistic community considers the hypothesis that this acquisition process differs significantly from the process of learning our native language, especially in adults. Adults are more analytical, so direct and explicit learning of linguistic concepts and abstractions is optimal for them (Fromkin et al., 2000).

The teaching of English as a second language is a process that develops in interaction with everyday situations generated in opportunities for communities of practice. The goal is the acquisition of a level of proficiency in the language (Brown, 2000).

The population participating in the activity are Ecuadorian students enrolled in the English Modular Program at a university in Guayaquil, and took place in the last cycle, in addition to analyzing the participation of their teachers in relation to the interaction that both have in the Moodle platform and the grades obtained in the last 12 academic cycles.

To collect information in the research, the target population, the informants, how to determine the sample, etc. were established. This information is summarized below:

Informants: Students and teachers

Units of analysis: Academic cycles where English was taught through the Moodle platform.

Scope: The last 12 academic cycles

Time: May 2019 - August 2023

Sample: As judged by experts, a subset of the student roster, from *n* English groups of *m* courses of the academic offer of the university under study.

Sampling: Non-probabilistic, purposive, expert judgment.

The techniques and instruments in a research design make it possible to collect information. The aspects that differentiate the modalities of data collection techniques are the objectives they pursue, the form of recording, and the type of data collected.

In this data collection, the survey technique was applied, which had as an instrument an online questionnaire where students responded to 21 questions about the different dimensions of the independent variable, facilitating the collection and analysis of data through digital media.

The collection of information from the students was carried out by means of a survey elaborated in Google Forms, where 21 questions aligned to the four dimensions of the independent variable that we measured in this simple descriptive research were established. The survey had the necessary validation by experts to be applied to the students of the modular English program of a public university, as well as it was authorized by the directors of this institution of higher education.

In relation to the information collected from the teachers, a survey was applied using an online form consisting of 12 questions in accordance with the four dimensions established for the independent variable, which was validated by the respective experts. Sixty teachers were surveyed in relation to the phenomenon of platform learning based on a structured form with questions focused on knowing in depth what was established in the dimensions of the variable under study.

During the exploration through the Language Management Office, meetings were held with the Directorate of Information Technology Management (DGTI) of the public university. The objective was to obtain the English course grades of the students of the Modular Plan for the last 12 academic cycles. This action was carried out with the collaboration of the IT managers of the educational institution, to investigate and share successful experiences in this field.

The survey was applied to the students of the modular English program in relation to the learning phenomenon in the Moodle platform based on a structured questionnaire with focused questions that allowed them to know the use of the platform in the different practical, communicative, tutorial, and evaluative levels.

Based on the information gathered by the teachers, a survey was conducted using an online form consisting of 12 questions, aligned with the four dimensions defined for the independent variable. This survey was validated by experts in the respective field.

Throughout the research, meetings were established with the Directorate of Information Technology Management (DGTI) of the public university, to obtain the average the grades of the English courses of the Modular Plan students in relation to the last 12 academic cycles under study.

The epistemological aspects of hermeneutics and post-structuralism will be considered, due to the fact that the student's answers will be respected, and the information obtained

from the research process, that is, the data records will not be misrepresented or modified.

A research ethics protocol will be developed by formulating a letter to the dean of Academic Formation of the institution, to generate a link with the students and safeguard the data of the information taken in the research procedure.

The hermeneutics allows to interpret the texts and allows to have the inner strength of the manifestations raised, so the form of human expression shows an inner side of not being captured by the camera would be tantamount to non-understanding, considering today to be relevant to be rescued the peculiarity and individuality with the intention of individual understanding and social, both to a balance of the whole and its parts (Aburto 2014, p.23).

3. RESULTS

The interpretation of the results in the following tables concerning the practice, communicative, tutorial, and evaluative dimensions in relation to learning English on the Moodle platform provides a comprehensive view of the users' experience and perception in this virtual educational environment. These dimensions represent fundamental pillars in understanding the effectiveness and interaction of students with the platform.

Table 1 Moodle Platform: Practical Dimension

Main benefits of using the Moodle platform for English language learning	Frequency	Percentage
More effective learning	76	19,4
Ease of taking language tests	59	15,1
Ease of studying	122	31,2
Material available	92	23,5
Fast delivery of grades	42	10,7
Total	391	100,0

Source: Own elaboration

Prepared by: Salazar, M. (2023).

Table 1 presents the results of a survey on users' perception of the use of the Moodle platform in English language learning, divided by different perceived benefits and their relative frequency:

1. More effective learning: Mentioned by 76 people, representing 19.4% of the respondents.
2. Ease in answering language tests: Mentioned by 59 people, equivalent to 15.1%.
3. Ease of studying: Mentioned by 122 people, representing 31.2%.
4. Material available: Mentioned by 92 people, representing 23.5%.
5. Rapidity in the delivery of grades: Mentioned by 42 people, equivalent to 10.7%.

The total number of respondents was 391. These results show the respondents' perceptions of the main benefits experienced when using Moodle to learn English. "Ease of studying" was the most mentioned benefit, followed by "Material available" and "More effective learning".

Table 2 Moodle Platform: Communicative Dimension

Satisfaction with the Moodle platform for English language learning	Frequency	Percentage
Dissatisfied	7	1,8
Fairly satisfied	80	20,5
Neutral	126	32,2
Satisfied	178	45,5
Total	391	100,0

Source: Own elaboration

Prepared by: Salazar, M. (2023).

Table 2 shows the levels of user satisfaction with the Moodle platform in relation to English language learning focused on the communicative dimension. It is broken down as follows:

1. Dissatisfied: This category was selected by 7 people, representing 1.8% of those surveyed.
2. Fairly satisfied: Selected by 80 people, representing 20.5%.
3. Neutral: Selected by 126 people, representing 32.2%.
4. Satisfied: Selected by 178 people, equivalent to 45.5%.

The total number of respondents was 391. These results represent the respondents' overall perception of their level of satisfaction with the Moodle platform for learning English. Most respondents were in the "Neutral" and "Satisfied" categories, followed by those who were "Fairly Satisfied". A small percentage indicated being "Dissatisfied" with the English learning platform.

Table 3 Moodle Platform: Tutorial Dimension

Moodle is a good study tool for English language learning	Frequency	Percentage
Good	213	54,5
Excellent	124	31,7
Poor	4	1,0
Regular	47	12,0
Total	391	100,0

Source: Own elaboration

Prepared by: Salazar, M. (2023).

Table 3 represents users' perception of the Moodle platform as a study tool in English language learning, focusing on the tutorial dimension. Here is the interpretation based on the lexicon associated with a doctoral dissertation:

- Good: This rating was given by 213 people, equivalent to 54.5% of those surveyed.
- Excellent: Noted by 124 people, representing 31.7%.

- Poor: Mentioned by 4 people, equivalent to 1.0%.
- Regular: Selected by 47 people, representing 12.0%.

The total number of respondents was 391. These results reflect the respondents' opinions on the usefulness of Moodle as a study tool for learning English in the tutorial dimension. Most respondents rated it as “Good” or “Excellent”, while a small percentage considered it to be “Bad” or “Fair”.

Table 4 Moodle Platform: Evaluative Dimension

Knowledge and mastery of the English language through the use of the Moodle platform for learning	Frequency	Percentage
Good	220	56,3
Poor	7	1,8
Excellent	58	14,8
Null	2	,5
Regular	102	26,1
Total	391	100,0

Source: Own elaboration

Prepared by: Salazar, M. (2023).

Table 4 presents the users' perception of the knowledge and mastery of the English language acquired using the Moodle platform for learning, focusing on the evaluative dimension:

- Good: This evaluation was given by 220 people, equivalent to 56.3% of those surveyed.
- Deficient: Noted by 7 people, representing 1.8%.
- Excellent: Mentioned by 58 people, equivalent to 14.8%.

Null: Selected by 2 people, representing 0.5%.

- Regular: Selected by 102 people, equivalent to 26.1%.

The total number of respondents was 391. These results reflect the respondents' perception of their knowledge and mastery of the English language acquired through the use of Moodle for learning. The majority perceive their level as “Good”, followed by “Fair” and “Excellent”. A small percentage considered their knowledge as “Poor” or even “Null”.

Table 5 Moodle Platform: English language teaching

Sample	Points	Percentage
Practice	59	4%
Communicative	271	18%
Tutorial	386	25%
Evaluative	805	53%
Total points	1521	100%

Source: Own elaboration

Prepared by: Salazar, M. (2023).

Table 5 presents the results of a survey of teachers at the public university where this research is being carried out and in which different dimensions are analyzed in a specific sample:

- Sample: Represents the number of points assigned to each dimension in the study.

For each dimension:

- Practical: 59 points were assigned, which is equivalent to 4% of the total.
- Communicative: 271 points were assigned, representing 18% of the total.
- Tutorial: 386 points were assigned, equivalent to 25% of the total.
- Evaluative: 805 points were assigned, representing 53% of the total.

The “Total points” column shows the total sum of points assigned in all dimensions, which is 1521 points, and the “Percentage” column indicates the percentage of points that each dimension represents with respect to the total points (100%).

These data show the distribution of points and percentages assigned to different dimensions within the dissertation study. The evaluative dimension seems to have received the most significant allocation of points, followed by the tutorial, communicative, and practical dimensions in descending order of points assigned.

Table 6 Moodle Platform: Grades History

ACADEMIC CYCLES	APPROVED	REPROBATED	TOTAL
2019 - 2020 ING1	8,15	3,86	7,25
2019 - 2020 ING2	8,16	3,69	7,70
2020 - 2021 ING1	8,62	2,67	8,41
2020 - 2021 ING2	8,62	4,11	8,35
2021 - 2022 ING1	8,51	4,56	8,20
2021 - 2022 ING2	8,49	3,92	7,95
2022 - 2023 ING1	8,58	3,67	7,77
2023 - 2024 ING1A	8,70	4,46	8,31
2023 - 2024 ING1B	8,73	2,36	7,73
2023 - 2024 ING2A	8,51	3,28	7,70
TOTAL	8,57	3,75	8,04

Source: Own elaboration

Prepared by: Salazar, M. (2023).

This table shows a history of grades in different academic cycles related to English courses (ING1, ING2, etc.) using the Moodle platform in a public higher education institution. Here is the interpretation of the data:

- **ACADEMIC CYCLES:** These are the different academic periods or cycles in which English courses have been taught using the Moodle platform.
- **PASSED:** Represents the average of passing grades in each academic cycle.
- **REPROBATED:** Indicates the average of non-passing grades in each academic cycle.
- **TOTAL:** Shows the overall average of grades (considering both passing and failing grades) in each cycle.

Each row of the table corresponds to a specific academic cycle (e.g., 2019-2020 ING1, 2019-2020 ING2, etc.), and the columns indicate the passing, failing, and total grade point averages for each of those cycles.

For example, in the 2019-2020 ING1 academic cycle, the average passing grade was 8.15, the average failing grade was 3.86, and the overall average was 7.25.

The “TOTAL” row provides the overall grade point averages across all the cycles mentioned in the table, showing an overall average passing grade of 8.57, an average failing grade of 3.75, and an overall average total of 8.04.

These data could be useful for analyzing the average performance of students in English courses taught through Moodle in different academic periods and for assessing the effectiveness of teaching in those specific cycles.

It is important to consider the integration of Information and Communication Technologies (ICT) to improve teaching, although their exclusive use does not generate a significant impact on learning. It is required to focus on the pedagogical scope and rely on a solid instructional design model to achieve valuable learning outcomes (Marín Fuentes, 2019).

This article focuses on evaluating the impact of the use of the Moodle platform in the English language learning process by students enrolled in a public university in Guayaquil, Ecuador, during the year 2023. The specific objectives proposed allow for a multidimensional approach to this evaluation.

The first objective seeks to establish the use of Moodle at a practical, communicative, tutorial, and evaluative level in the English learning process. This diversification in the evaluation of the use of the platform at different levels seeks to understand how each dimension impacts the language learning process and how students interact with Moodle in different learning contexts. Existing literature suggests that the successful integration of virtual learning platforms, such as Moodle, can improve practice, communication, and assessment in educational contexts (Kirkwood & Price, 2014; Cao et al., 2020).

The second objective focuses on conducting a comprehensive review of pedagogical models that integrate new technologies into English language teaching. This review aims to identify and analyze previous pedagogical models that have proven to be effective in integrating technology into language teaching. Recent research has explored innovative pedagogical models that employ technology to enhance language learning, highlighting the importance of collaborative approaches, task-based learning, and the effective use of technological tools (Hubbard, 2019; Chik, 2021).

The third specific objective focuses on proposing a specific pedagogical model to maximize the use of Moodle in modular English language learning. This purpose aims to design a pedagogical model tailored to the needs of the students and the educational environment to optimize the use of the Moodle platform in English language teaching. It has been observed in previous research that the implementation of flexible and adaptive pedagogical models can enhance the effectiveness of virtual platforms in language learning (Hubbard, 2019; Barhoumi, 2019).

In summary, this research aims to provide a comprehensive view of the use of the Moodle platform in the English language learning process at a public university in Guayaquil, Ecuador, through the evaluation of different dimensions of use and the proposal of a pedagogical model adjusted to the specific needs of the students and the educational context.

The analysis of the results obtained from the tables covering the practical, communicative, tutorial, and evaluative dimensions, within the framework of the English

language learning process through the use of the Moodle educational platform, provides a thorough and deep vision of the interaction and the valuation that users have in this virtual instructional environment. These dimensional aspects are fundamental pillars for understanding the effectiveness and dynamics that students experience when using this teaching system.

The interpretation of the results of the tables related to the practice, communicative, tutorial, and evaluative dimensions of learning English in Moodle provides a global view of the users' perception of this virtual educational environment. These results highlight the importance of understanding how students interact and experience the platform in their learning process.

In the practical dimension, ease of studying was highlighted as the most relevant benefit, which is consistent with the notion that ease of access to material and resources can significantly influence learning (Smith, 2017). This is reflected in the frequency with which the availability of material is mentioned as a significant benefit, which is consistent with the notion that easy access to material and resources can have a significant impact on learning (Jones, 2021). This emphasis on the availability of material highlights the importance of accessibility in the context of online learning.

Finally, Table 6 shows a history of grades in different academic cycles, providing an overview of student performance over time. These data are valuable for evaluating the effectiveness of teaching in different academic periods and the impact of the platform on students' academic performance (Means et al., 2013).

On the other hand, in the communicative dimension, the majority of respondents are at "Neutral" and "Satisfied" satisfaction levels, suggesting widespread acceptance of the platform for learning English. These results are consistent with previous research highlighting the importance of interactivity and communication in online learning environments (Garrison & Kanuka, 2004). Furthermore, they are aligned with previous studies that emphasize the relevance of interactivity and communication in online learning environments (Osguthorpe & Graham, 2018).

In the tutorial dimension, a predominant rating of "Good" or "Excellent" is observed, highlighting the perceived effectiveness of Moodle as a study tool. This perception coincides with the literature that emphasizes the importance of online learning platforms that are easy to use and provide an effective educational experience (Ally, 2004). It is also supported by current literature that stresses the importance of online learning platforms that are considered practical, easy to use, and easy to approach (Barbour, 2020).

Regarding the evaluative dimension, most perceive their level of acquired knowledge as "Good", which may reflect both self-assessment and the perceived impact of the platform on the development of language skills (Lopez, 2019). However, it is important to consider that a small percentage report "Poor" or "Null" levels of knowledge, suggesting areas for improvement in instructional design or course content.

The results presented in Table 5, where points are assigned to different dimensions, underline the importance given to the evaluative dimension, which may indicate a deliberate weighting of evaluation in the online learning experience (Hrastinski, 2019). Likewise, assessment and its grading are emphasized in terms of online language learning (Conole & Dyke, 2004).

Finally, Table 6 shows a history of grades in different academic cycles, providing an overview of student performance over time. These data can be useful for evaluating the effectiveness of teaching in different academic periods and the impact of the platform on students' academic performance (Mason & Weller, 2000).

Taken together, these findings underscore the importance of considering multiple dimensions and variables when analyzing the learning experience in virtual environments

such as Moodle, allowing to identification of areas of strength and possible improvements in the design and implementation of online courses.

4. CONCLUSIONS

The findings of this research highlight the importance of integrating Information and Communication Technologies (ICT) in the educational setting as a tool that, although by itself does not generate a significant impact on English language learning, is essential to improve teaching. It highlights the need to focus on sound pedagogical aspects and an effective instructional design model to achieve valuable learning outcomes (Marín Fuentes, 2019).

This study focuses on evaluating the impact of the use of the Moodle platform on English language learning by students at a public university in Guayaquil, Ecuador, in 2023. The specific objectives allow for a multidimensional approach to this evaluation.

The first objective focuses on analyzing the use of Moodle at the practical, communicative, tutorial, and evaluative levels in English language learning. This variety of approaches seeks to understand how each dimension influences the language learning process and how students interact with Moodle in different contexts. The literature suggests that successful integration of virtual platforms can improve practice, communication, and assessment in educational contexts (Kirkwood & Price, 2014; Cao et al., 2020).

The second objective involves conducting a comprehensive review of pedagogical models that integrate new technologies into English language teaching. This review seeks to identify and analyze previous effective models that integrate technology into language teaching. Recent studies have explored innovative approaches that employ technology to enhance language learning, focusing on collaborative strategies, task-based learning, and effective use of technological tools (Hubbard, 2019; Chik, 2021).

The third specific objective is aimed at proposing a specific pedagogical model to maximize the use of Moodle in English language learning through modules. The aim is to design a model adapted to the needs of the educational environment and the students, to optimize the use of the platform in language teaching. Previous research has shown that the implementation of flexible pedagogical models can improve the effectiveness of virtual platforms in language learning (Hubbard, 2019; Barhoumi, 2019).

In summary, this research seeks to provide a comprehensive overview of the use of Moodle in English language learning at a public university in Guayaquil, Ecuador. It analyzes different dimensions of use and proposes a pedagogical model adapted to the specific needs of the students and the educational context.

The results presented underline the importance given to the evaluative dimension, indicating a deliberate weighting of evaluation in the online learning experience (Hrastinski, 2019; Conole & Dyke, 2004). In addition, Table 6, with the grading history, provides an overview of student performance, which can be useful for assessing teaching effectiveness in different academic terms (Means et al., 2013; Mason & Weller, 2000).

Taken together, these findings highlight the importance of considering multiple dimensions when analyzing the learning experience in virtual environments such as Moodle, allowing for the identification of areas of strength and possible improvements in the design and implementation of online courses.

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